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ABSTRACT

This document describes a Title I ESEA program carried out during 1969-1970 in the San Francisco public and non-public elementary schools, together with an evaluation of the program. The program involved schools in need of intensified educational services for a population of disadvantaged students. Integral components of the program included language development, mathematics, in-service education, auxiliary services, parental involvement, and intergroup experiences. Evaluation was based on comparative test scores and other studies relevant to the program. In most instances, continuation of ongoing activities was recommended, as well as greater dissemination of positive aspects of the program. More and better use of test results was also recommended in order to obtain more accurate measures of pupil achievement. (Author/DM)

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Office of Compensatory Education

EVALUATION REPORT

EVALUATION OF
THE ESEA TITLE I COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT

1969 - 1970

INTENSIVE SERVICES FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL AGE DISADVANTAGED STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION
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FOREWORD

The 1969-70 Project funded under Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) served all pupils in ten San Francisco public elementary schools. Schools were selected for inclusion in the Project on the basis of adverse economic factors affecting their pupils, circumstances unfavorable to children's linguistic development, and evidence of serious inadequacy in pupils' reading. The schools selected by these criteria represented those most acutely in need of intensified educational services.

In addition, a program operating in seven pre-kindergarten centers offered a concentration of services for target area children of pre-school age with a view to accelerating their cognitive maturation and linguistic development and bringing them closer to an adequate level of readiness for kindergarten and first grade.

Under Title I, instructional and other services were also extended to pupils selected on the basis of special educational need in ten non-public schools. Finally, a summer program in reading and mathematics was maintained for pupils who had been enrolled in Title I public and non-public schools during the 1969-70 school year.

As required by the California State Division of Compensatory Education, the services and activities of the Project were organized under six components. The focal points of major emphasis and effort were the Language Development Component, with reading as the chief area of concern, and the Mathematics Component. The Mathematics Component was introduced this year for the first time.

Supporting the instructional services and oriented to their objectives were four other components: In-service Education, Auxiliary Services, Parental Involvement, and Intergroup Experiences.

The main weight of the evaluation of the Project of the 1969-70 school year rested, as in the past, on comparison of scores obtained by pupils on standardized tests administered at the beginning of the school year (pre-program) with scores registered by these pupils at the end of the school year (post-program).

Longitudinal studies, initiated in previous years, of pre-kindergarten pupils and of pupils in special instructional programs were continued by the addition of further data available during the 1969-70 school year. Other studies of interest were undertaken for the purposes of moving towards a more analytic definition of in-put into the program and obtaining a greater depth of information relating to the educational status and needs of Title I pupils. The results of the testing program, together with the studies referred to, are recorded in this volume.

Included in this report is an account of additional services provided to the ten Title I schools during the Spring Term through a special allotment of State funds under California State Assembly Bill 606. These services, functioning under the direction of the Title I Project, supplemented and reinforced the Title I program.

CHAPTER 1 - INSTRUCTIONAL SERVICES: LANGUAGE DEVELOPMENT

SUMMARY

DESCRIPTION: The Language Development component of the ESEA Title I Project was in operation from September 1, 1969 through August 31, 1970. Its objectives were to raise pupils' achievement levels in reading and to improve their verbal functioning.

Total Cost: $931,100. Cost per pupil: $139.32.

Cost of this component represented mainly salaries of specialist personnel; instructional materials were also provided.

All pupils in Grades K-6 of the 10 elementary schools included in the Title I Project and Title I pupils bused to four receiving schools were participants in this component. Total number of pupils was 6,683.

Chief features of the program were assignment of specialist personnel to strengthen classroom instruction in reading by assistance to classroom teachers; provision of additional reading instruction in pull-out programs for pupils achieving markedly below grade level in reading; furnishing of instructional materials for increasing the efficacy of classroom teaching.

FINDINGS: Median gains of the total number of pupils in the .8 of a year between pre- and post-tests, by grade level, were as follows:

Grade	Pre	Post	Gain
2	1.5	2.0	.5
3	1.8	2.5	.7
4	2.2	3.2	1.0
5	3.2	3.8	.6
6	3.9	4.6	.7

Stanford Reading Test
Pre-test: Early September 1969

Post-Test: Early May 1970

On an informal oral paragraph reading test based on the Ginn reading series, 90 per cent of the 1,151 compensatory reading pupils followed longitudinally in Title I schools had a growth rate ranging from 1.0 to 1.8 years for each school year of instruction. Of these pupils, 88 per cent were also making a positive change, ranging from .0 to +.9 of a year, in reaching grade level in reading as measured by this test.

CONCLUSIONS: Late staffing of specialist positions, resulting from delay in approval of funds, caused the loss of at least 1½ months of specialist help in certain schools at the beginning of the school year.

Pupils in Grade 4 achieved median gains in reading in excess of one month for each month of instruction. Pupils at other grade levels fell somewhat short of month-for-month gains.

RECOMMENDATIONS: The project should be continued, with increased emphasis on diagnosis and remediation of pupils' learning difficulties.

Title I schools should plan to write their own proposals, since the needs of individual schools differ greatly.

Use of tests related to content taught should be encouraged to obtain a more accurate measure of pupil achievement.

A more exact definition of the responsibilities of classroom teachers and specialist teachers should be considered.

CHAPTER 2 - INSTRUCTIONAL SERVICES: CORRECTIVE MATHEMATICS

SUMMARY

DESCRIPTION: The objective of the Corrective Mathematics Component was to raise pupils' achievement levels in mathematics.

Total Cost: $485,970. Cost per Pupil: $72.72.

Cost of this component represented chiefly salaries of specialist personnel; instructional materials were also supplied.

All pupils in Grades K-6 of the 10 Title I elementary schools and Title I pupils bused to four receiving schools were participants in this component. Total number of pupils was 6,683.

Organization of this component was patterned after that of the Language Development component. Its main features were assignment of specialist personnel to strengthen classroom instruction in mathematics by assistance to classroom teachers; provision of additional mathematics instruction in pull-out groups for pupils achieving markedly below grade level in mathematics; furnishing of instructional materials for increasing the efficacy of classroom teaching.

FINDINGS: Median pre-post gains for the total number of pupils were as follows:

Grade	Pre	Post	Gain	Elapsed Time
2	18	29	+11	.7 year
3	17	25	+ 8	.7 year

Diagnostic test in mathematics constructed by Title I resource staff

Pre-test: Early October 1969

Post-test: Early May 1970

	COMPUTATION			CONCEPTS			APPLICATIONS			
Grade	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Elapsed Time
4	2.9	3.8	.9	2.4	3.3	.9	-	-	-	1.0 year
5	3.6	4.5	.9	3.0	4.3	1.3	3.4	3.9	.5	.8 year

Test: Stanford Achievement Test, Partial Battery.

Pre-test, Grade 4: May 1969 Post-test, Grade 4: May 1970

Pre-test, Grade 5: September 1969 Post-test, Grade 5: May 1970

Compensatory pupils and guiding teacher groups, with two exceptions, made median gains equal to, or greater than, those of pupils receiving only regular classroom instruction in mathematics.

CONCLUSIONS: Although definition of success could not be made for Grades 2 and 3, component was successful in achieving substantial upward movement in raw score.

Project exceeded objective of month-for-month gain at Grade 5, and fell only .1 of a year short of month-for-month gain at Grade 4 for the total number of pupils.

RECOMMENDATIONS: Continuation of the program is recommended.

Further use should be made of tests related to content taught for assessing achievement.

Wider circulation of methods and techniques used by compensatory teachers and guiding teachers is recommended.

CHAPTER 3 - IN-SERVICE EDUCATION

SUMMARY

DESCRIPTION: In-service education is one of four supportive components of the ESEA Title I program. California's Compensatory Education Guidelines state that "all personnel coming in contact with project children in any way or working on the project must participate in the in-service education component."

Approximately 500 public elementary schol certificated and classified staff members were provided information and training related to the language development and mathematics components, as well as information about the ESEA Title I program in general. Total cost: $146,540.

Appropriate School District offices provided in-service training for Title I librarians, community teachers, social workers, psychologists and speech therapists. The resource staff of the Office of Compensatory Education provided in-service training for Title I school staffs. At the schools, each Title I staff member was responsible for the in-service training of those with whom he worked.

FINDINGS: Analysis of the tenure of Title I classroom teachers showed that 44 per cent were tenured, as compared with 68 per cent in the rest of the District. In seven of the ten Title I schools, between 57 per cent and 88 per cent of the classroom teachers were either probationary teachers or long-term substitutes. Therefore, in-service training was an important feature of the Title I program.

Splitting the 1969-70 in-service efforts into two fields, language arts and mathematics, as against the 1968-69 concentration on language arts alone, may account for classroom teachers' reporting less effective language arts in-service training this year.

One of the best in-service training activities was that provided the aides through their writing of the "Paraprofessional Handbook."

The three most successful in-service activities, were 1) the presentation of an overview of the Title I program to school staffs, 2) the monthly publication of the Title I newsletter "ESEA Acniever," and 3) the writing of a Title I proposal for each school by its staff.

RECOMMENDATIONS: The "Paraprofessional Handbook" should be considered an official document from the Title I office.

Aide in-service training should continue to take place at each school site. A Title I resource teacher should be hired to work with aides and be the liaison with the District's paraprofessional office.

Visual overview presentations of the ESEA program should be continued, and should continue to be tailored to each school.

The "ESEA Achiever" should continue to be published monthly.

Schools should continue to write their own proposals. At least two months should be allowed between beginning the proposal-writing and the completion of first draft. Budget limitations should be established.

CHAPTER 4 - AUXILIARY SERVICES

SUMMARY

DESCRIPTION: The Auxiliary Services Component consisted of the services of librarians, speech therapists, community teachers, psychologists, and social workers.

Librarians served children by providing individual guidance in reading, teaching library skills, promoting fluency of oral expression, and increasing the amount of reading done by children. Teachers benefited from their services through the resource help they offered.

Speech therapists provided direct and indirect therapy to children with communication disorders, as well as consultant services to teachers in the area of speech and language.

Community teachers provided counseling to pupils, and worked with neighborhood and community agencies. Each community teacher designed a tailor-made pattern of parental involvement activities for the schools to which he was assigned.

Based upon diagnosis of the therapeutic and social needs of pupils referred to them, social workers and psychologists took action in terms of short-term therapy, referral to appropriate agencies,and follow-up. They maintained communication with teachers and Title I on-site staff to recommend action leading to a better learning environment for pupils.

FINDINGS: Data from questionnaires to teachers indicated librarians were of greatest value in stimulating children's interest in reading and, as resource persons,in gathering information to supplement curriculum areas.

Fifty-eight per cent of classroom teachers felt that the services of speech therapists proved valuable in diagnosis and remediation of oral language problems.

Sixty-five per cent of teachers rated the community teachers as very helpful in promoting positive relationships between school, home and community. Fifty-four per cent observed a development of positive attitudes toward school and education in those children who received service.

Classroom teachers viewed two services of social workers and psycholgists as most helpful: providing diagnostic and therapeutic help to children who displayed problems in their school adjustment and/or learning, and helping to improve the emotional and social stability of children and their families.

In general, teachers perceived the value of the auxiliary service personnel in direct relation to the amount of time they were assigned to the school. Schools receiving partial service from one or more of the auxiliary personnel indicated that full-time service was needed.

RECOMMENDATIONS: To strengthen and expand the program, the assignment of one full-time librarian, speech therapist, community teacher, social worker and/or psychologist to each of the schools is recommended.

The assignment of aides for clerical duties would further extend the services of librarians.

CHAPTER 5 - PARENT INVOLVEMENT

SUMMARY

DESCRIPTION: San Francisco's "systematic plan for parent involvement," as mandated by California's Compensatory Education Guidelines, included individual parent - teacher conferences held twice during the year, teacher aides hired from the community of each target school, advisory committees, and the employment of seven community teachers. The aim was to make parents aware of the school's instructional program and their children's progress, and to promote cooperative and supportive relations between the school and the home and community.

Total Cost: $108,669.

FINDINGS: Almost all principals felt that involving community organizations was easy, but getting parents "involved" was their biggest problem.

Principals generally agreed that parent-teacher conferences and employment of teaching aides from the community were most effective in improving school-community relations, while the PTA, parent service groups, and embryonic parent advisory groups tended to be ineffective. Over 70 per cent of aides said that they would like to be teachers. Most of the community aides developed their interest in teaching since being aides.

The District Advisory Committee mandated for ESEA Title I schools, in its third year of operation, had parents in leadership positions for the first time this year.

About two-thirds of teachers in contact with community teachers, and about three-fourths of principals, reported that community teachers did promote positive relationships between the school and the home and community. Fifty-four per cent of classroom teachers found that the community teacher was able to develop a positive attitude toward school and education in those children who received community teacher service.

RECOMMENDATIONS: Since most parent involvement activities seem to be one-directional, that of improving parent attitudes toward school and education, it is recommended that parent involvement activities be designed to improve teacher understanding of, and attitudes toward, parents, home, and community.

San Francisco's parent-community involvement activities need to be designed to "assist parents in helping their children in the learning process."

Although the State requires that each target school have a parent advisory group, the State did not suggest minimum guidelines for its purpose, organization, functioning, and responsibilities. It is recommended that specific guidelines be set forth for the parent advisory groups.

The District Advisory Committee recommends that funds be made available for transportation of parents of bused children to parent-teacher conferences and "Open Houses" at receiving schools, and that each parent advisory group: 1) contact other parents to persuade them to visit classrooms, 2) sponsor informal "get acquainted" meetings for parents and the community, and 3) record and report their activities to the District Advisory Committee.

CHAPTER 6-INTERGROUP EXPERIENCES

SUMMARY

DESCRIPTION: California's Compensatory Education Guidelines required that intergroup activities "alleviate racial, social, and/or linguistic isolation."

Opportunities unavailable without ESEA Title I funding were 1) the busing of 327 fourth, fifth and sixth grade children from one overcrowded ESEA target school to four receiving schools in other San Francisco neighborhoods, 2) one-week experiences, in the spring semester, for 656 fifth grade San Francisco pupils from nine ESEA target schools with 757 suburban, basically white, Marin County sixth grade pupils at an outdoor residence school camp, 3) all-day field trips for 947 pupils from nine target area schools and 360 pupils from the four receiving schools to Marin County's Audubon Canyon Ranch, Point Reyes National Seashore, or Muir Woods National Monument, and 4) 30 inter-city classroom visitations and/or activities and 19 San Francisco-Marin County classroom visitations.

Total Cost: $97,452

FINDINGS: Analysis of racial-ethnic compositions of the four receiving schools showed that busing did alleviate the bused pupils' racial-ethnic isolation.

Analysis of data and information from camp participation showed that racially and socially integrated experiences had been provided, and that the school camp experience did not improve the pupils' self-image as their attitudes toward school and education were, in fact, already positive.

Inter-county visitations provided both San Francisco and Marin County pupils observational learning experiences that developed their awareness of, and improved their understanding of, one another.

Of the two-thirds of the teachers reporting classroom activities that promoted intergroup or intercultural understanding, 70 per cent studied other cultures and 53 per cent studied various minority leaders.

RECOMMENDATIONS: The Outdoor School Camp experience for fifth grade pupils should be continued. To ensure proper preparation and follow-up activities for children having the outdoor school experience, their fifth grade teachers should be required to attend camp with them. In order not to segment the camp experience from the rest of the intergroup component activities, all staff assigned to the intergroup component should actively participate in all aspects of the inter-city and inter-county visitations/activities. All fifth grade classes should participate in inter-county visitations as both a visiting and host school. More academically talented San Francisco high school students should be used at camp.

Each ESEA target school should participate in inter-city visitations at least once as a host school and at least once as a visiting school.

More ethnic studies units/activities should be developed and used in more ESEA Title I classrooms.

CHAPTER 7 - INTENSIVE SERVICES: EARLY CHILDHOOD

SUMMARY

DESCRIPTION: The ESEA Title I Early Childhood Intensive Services Project for pre-kindergarten children operated from September 1969 through June 1970. A summer program continued ESEA pre-kindergarten through August 1970. The aims were to improve verbal expression and communicative skills, provide enrichment, facilitate relations with peers and adjustment to group activities, maintain high standards of health, and influence future performance in reading and other skill areas.

Total Cost: $440,534. Cost per Pupil: $1,101.

Costs were for instructional staff, enrichment activities, nutritional and medical services, and in-service to teachers and aides. Four hundred pupils in seven ESEA Title I elementary school areas received instruction in the program.

FINDINGS: The pre-kindergarten longitudinal study showed that ESEA participants attained outstanding growth in many factors conducive to learning at this age.

On standardized reading test (Cooperative Primary Test) administered two years following the end of pre-kindergarten (May 1970), participants showed reading status higher by 0.1 to 0.3 of a year than that of non-participants. Vocabulary and word study skills were also higher than those of non-participants.

In-service education was conducted for all pre-kindergarten teachers in four subject areas: 1) parent education and involvement, 2) language and cognitive development, 3) bilingualism, and 4) articulation. Teachers rated fulfillment considerably higher than expectation of in-service training.

Teacher-aide in-service, which included training sessions in specific areas such as the development of self-concept with pre-kindergarten children and methods of teaching, showed that teacher aides also rated fulfillment much higher than expectation of training.

Parent education, which consisted of attendance at planned meetings and individual parent-teacher conferences, showed a high percentage of active parent participation in the education of their children. Parent involvement in one selected pre-kindergarten was indicated by the number of activities in which they participated. Eleven activities were shown with as many as 45 parents involved in some of the activities.

CONCLUSIONS: The program was successful in raising the total reading, vocabulary, and word study skills scores to higher levels than those attained by non-participants.

RECOMMENDATIONS: It was recommended that this program be continued for 1970-71.

Further and continuing longitudinal studies should be made to determine the effect of this program on the reading and mathematics scores of pupils.

Teacher and teacher-aide in-service classes should be initiated early in the year and the number of training sessions should be increased.

CHAPTER 8 - NON-PUBLIC SCHOOLS

SUMMARY

DESCRIPTION: The ESEA Title I program of improvement in reading and mathematics for elementary school-age disadvantaged students in 10 non-public schools was in operation from September 1969 through June 1970. Aims were to improve performance in reading and mathematics beyond usual expectations.

Reading instruction was provided to 584 pupils in Grades 2-8, while 386 pupils in Grades 1-8 received instruction in mathematics.

Basic teaching strategy in reading consisted of the language experience approach, with attention given to remediation of individual reading difficulties. Mathematics instruction was provided by classroom teachers, who devised individualized instruction. Special mathematics materials were incorporated into these classrooms, which made this instruction possible.

FINDINGS: Median gains in total reading between pre- and post-tests were less than elapsed time (0.8 of a year) for all grade levels.

Median pre-post gains in total arithmetic scores were the same as, or greater than, elapsed time (0.8 of a year) for most grade levels.

Grade	Reading Pre-test	Reading Post-test	Reading Gains	Math Pre-test	Math Post-test	Math Gains
2	1.7	1.9	.2	1.5	2.2	.7
3	2.1	2.8	.7	2.2	3.1	.9
4	2.9	3.5	.6	2.8	3.7	.9
5	3.5	4.0	.5	3.8	4.5	.7
6	4.3	4.6	.3	4.1	4.9	.8
7	5.5	6.0	.5	5.8	6.0	.2
8	6.7	6.9	.2			

Tests: Stanford Reading Test and Science Research Associates Achievement Series-Mathematics were both administered in late September 1969 and in early May 1970.

CONCLUSIONS: Reading program raised reading levels at all grades, but did not raise pupils' achievement equal to month-for-month gains.

Mathematics program raised mathematics scores at Grades Four and Five more than month-for-month. Gains at Grades Two, Five, and Six were close to month-for-month.

RECOMMENDATIONS: The reading and mathematics program should be continued in the ESEA non-public schools during 1970-71.

Further and continuing studies should be made to determine the effects of this program on total reading and mathematics scores of participants.

CHAPTER 9 - SUMMER READING AND MATHEMATICS PROGRAM

SUMMARY

DESCRIPTION: The Summer Reading and Mathematics Program of the ESEA Title I Project was in operation from June 22, 1970 through July 31, 1970. Its objectives were to continue instructional services to Title I pupils during the summer and to prevent summer regression in reading and mathematics.

Total cost: $250,000. Cost per pupil: $147.00
Cost of the component was for the entire operation of the summer school, including salaries of all teachers and aides.

Main features of the program were: instruction in reading and mathematics, with teachers permitted considerable freedom in choice of content and techniques of instruction; employment of aides for instructional and other assistance; and an art and music program occupying a small portion of the day and oriented towards the instructional objectives.

FINDINGS: Median gains of pupils in the .3 of a year between pre- and post-tests were as follows:

	READING			MATHEMATICS					
				COMPUTATION			CONCEPTS		
Grade	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
2	1.9	2.0	+.1						
3	2.2	2.4	+.2						
4	3.2	3.2	.0	3.7	4.0	+.3	3.3	3.0	-.3
5	3.6	3.7	.1	4.2	4.3	+.1	3.3	3.6	+.3
6	4.2	4.3	.1						

Test: Stanford Achievement Test
Pre-test: Early May 1970 Post-test: Late July 1970

Pre-post interval between tests in fact covers .15 of a year of summer school instruction and .15 of a year of instruction at the end of the regular school year.

CONCLUSIONS: Regression was prevented in all cases except one.

All evidence available suggests that contribution of the summer program to the intangibles of rapport and favorable attitude which support the total Title I effort was judged to be of a high order.

RECOMMENDATIONS: It is recommended that the program be continued next summer.

Increased emphasis should be placed on the instructional objectives.

The art and music program in particular should be continued according to the same formula next summer.

CHAPTER 10- EDUCATIONAL IMPROVEMENT ACT OF 1969 (A.B. 606)

SUMMARY

DESCRIPTION: Assembly Bill 606 provided the ten ESEA schools with $626,167 to provide for on-site in-service for teachers, an in-service aide program, an intensive workshop (for six Title I schools), an intensive aide program, and for the establishing of two reading centers.

The program was in actual operation from February 15, 1970 to the close of the school year.

FINDINGS: The in-service sessions, whether at school sites or at a central location, received praise from the majority of participants. Positive reactions outnumbered negative reactions by almost two to one.

The reading laboratories reduced student error patterns on one-half or more of test items by 69 per cent as measured on the Slingerland screening test administered "pre" and "post".

CONCLUSIONS: The program successfully developed professional growth for teachers and other staff members. This was probably owing to the fact that those participating had a choice in selecting the consultants and/or picking topics for the in-service instruction.

The reading centers proved to be a tremendous success, and could provide workable models for other schools.

RECOMMENDATIONS: Continue these projects for 1970-71. Unfortunately, A.B. 606 expired June 30, 1970, therefore funding must come from District or ESEA funds.

In-service programs for professional growth and development should be expanded, and held early in the school year.

The reading centers should be expanded to other ESEA schools as space and money become available.

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CHAPTER 1

INSTRUCTIONAL SERVICES: LANGUAGE DEVELOPMENT

The component of the 1969-70 ESEA Title I Project entitled "Instructional Services: Language Development" was in existence from September 1969 through August 1970. Its purpose was the raising of the reading levels of pupils in the ten schools selected to participate in the Title I Project. It is named "Language Development" in acknowledgment of the fact that reading is an aspect of language and that the reading ability of children is closely connected with their understanding and use of language.

Efforts to realize the purpose of the language development component took two main directions. The first was the strengthening of classroom instruction in reading through a supporting personnel structure of specialist teachers, in order to make available to classroom teachers knowledge and methodology related to the teaching of reading to disadvantaged children. The second, equal in importance, was the furnishing of additional instruction in small groups for pupils encountering special difficulty in reading.

In this chapter, the first section gives basic information in profile form relating to the language development component. Following this, in Section 1.2, is the evaluation of pupils' progress in reading by standardized tests administered at the beginning of the school year and again at the end. Recommendations in connection with the component are also given in Section 1.2. Section 1.3 is devoted to a study of Title I compensatory pupils which extends over three years and is based on an oral paragraph reading test. A three-year longitudinal study of compensatory and guiding teacher pupils, based on the Stanford Reading Test, is reported in Section 1.4.

A description of the component, including the organization, the personnel, and the procedures through which it functioned, will be found in Sections 1.5 through 1.7. Finally, three studies concerning reading methods and materials in use in Title I schools, the linguistic status of Title I pupils, and observation of a successful Title I classroom, are reported in Sections 1.8 through 1.10.

1.1 PROFILE OF LANGUAGE DEVELOPMENT COMPONENT

The component of the ESEA Title I Project entitled "Instructional Services: Language Development" was in operation from September 1, 1969 through August 31, 1970.

Schools. It functioned in Grades K-6 in ten elementary schools, as follows:

Bessie Carmichael/Lincoln

Commodore Stockton

Daniel Webster

Golden Gate

Hawthorne

Jedediah Smith

John Muir

John Swett

Marshall and Marshall Annex

Sir Francis Drake

Also included in this component were Hawthorne School pupils in Grades 4-6 bused to the following four receiving schools:

Lakeshore

Parkside

Robert Louis Stevenson

Sherman

Selection of Schools. Participation of pupils in the language development component was based on enrollment in a Title I school. Schools were selected for the Title I Project on the basis of the following factors:

Concentration of low-income families

Pupils' retardation in reading as indicated by reading scores

Linguistic factors which limit verbal functioning of pupils

In the selection of schools, the first stage was the ranking of all San Francisco elementary schools by family income, on the basis of the 1960 census. Forty schools were identified as having a concentration of low-income families at least as great as the School District average. From this group of 40 schools, the 20 schools representing families of pupils in Grades 1, 2, 3, and 6 with the lowest annual income were then examined in terms of two educational criteria: reading scores and linguistic factors which limit verbal functioning. These 20 schools were then ranked according to educational need, with the school having the greatest educational need listed first. Funds available permitted service only to the ten schools with the highest ranking on the basis of these adverse factors, i.e. the ten schools with the greatest educational need in terms of reading scores and limiting linguistic factors.

Pupils. This component served the entire pupil population of the ten Title I schools named above. For all schools combined, the total number of pupils was 6,683. These pupils exhibited the following characteristics:

Low level in verbal functioning

Classroom performance significantly below grade level in reading

Negative self-image

Short attention span

Expectations of school failure

Emotional and social instability

Negative attitude towards school and education

Poor performance on standardized tests

High absentee rate

Selection of Pupils for Special Instructional Services. The criteria of selection of pupils for compensatory reading classes were retardation by one or more years in reading, and evidence, based largely on the judgment of teachers and administrators, of pupils' capacity to profit by special instruction and to raise their reading achievement levels. Selection of compensatory pupils began at the second or third grade and proceeded up through the grades until each compensatory classroom had its full complement of 60 pupils.

The selection of pupils for reading services from guiding teachers was based on membership in one of the classes exhibiting the heaviest concentrations of pupils with reading and language deficiencies, classes which were to have priority in receiving guiding teacher services. Selection for individualized instruction by guiding teachers within these classrooms was based on demonstration of a child's particular learning need and of his ability to profit from this special service. In effect, the criteria of selection of pupils for service by guiding teachers were somewhat similar to those for selection of pupils for compensatory reading services.

Budgeted Cost. The cost of this component was budgeted at $931,100. The estimated cost per pupil was $139.32.

TITLE I STAFF

	SCHOOL STAFF DEVELOPMENT SPECIALIST	COMP. READING TEACHER	COMP. MATH TEACHER	GUIDING TEACHER--LANGUAGE ARTS	GUIDING TEACHER--MATH	COMMUNITY TEACHER	LIBRARIAN	SOCIAL WORKER	PSYCHOLOGIST	SPEECH THERAPIST	CLERK	AIDE-LANGUAGE ARTS	AIDE-MATH	AIDE-KINDERGARTEN
Bessie Carmichael/ Lincoln	1	1	1	2	1	½	½	1/3	1/3	½	1	3	3	1
Commodore Stockton	1	1*	1	3	3	1	1	1/3	1/3	½	1	4	4	3
Daniel Webster	1	1	1	1	1	½	½	1/3	1/3	½	1	2	3	2
Golden Gate	1	1*	1	1	1	½	½	1/3	1/3	½	1	2	3	2
Hawthorne	1	1	1	2	1	½	½	1/3	1/3	½	1	3	3	3
Hawthorne Receiving Schools		4										4		
Jedediah Smith	1	1*	1	2	1	½	½	1/3	1/3	½	1	3	3	2
John Muir	1	1	1	1**	1	1	1	1/3	1/3	½	-	3	4	3
John Swett	1	1	1	-	-	½	½	1/3	1/3	½	1	2	2	1
Marshall and Annex	1	1	1	3	2	1	1	1/3	1/3	½	1	4	4	3
Sir Francis Drake	1	1*	1	2	2	1	1	1/3	1/3	½	1	3	4	3
TOTALS	10	14	10	19	13	7	7	3***	3***	5	9	33	33	23

* These schools also have a District-funded compensatory reading teacher

** This school, in addition to Title I guiding teacher, has two District-funded resource teachers with same functions as guiding teachers.

*** Each social worker and each psychologist spend one and one-half days per week at each of three schools

Input: Personnel. The following personnel, allocated to the schools in the project as indicated in chart on page 1-4 entitled "Title I Staff", were provided for the language component:

> Ten school staff development specialists, on the basis of one to each school, to give leadership to the Title I program, to coordinate the elements of the program, to provide continuous in-service assistance for guiding teachers, and to program pupils for service.
>
> Seventeen guiding teachers in language arts,* assigned to schools according to enrollment, to work in classrooms having the greatest number of children with language and reading deficits. They were to provide in-service for teachers--acting as resource teachers, demonstrating techniques and materials, assisting in developing programs for the improvement of reading and language, giving help with diagnosis and strategies for remediation. They were also to provide individualized reading instruction for pupils in need of this help.
>
> Fourteen compensatory reading teachers, on the basis of one to each of the ten schools and one to each of the four receiving schools, working with 60 pupils in five groups of 12, to develop skills in language arts, especially reading.
>
> Nine clerks (6-hour, school term), on the basis of one to each school,** to assist in preparation of materials and perform general clerical duties in connection with the Title I program.
>
> Fifty-four paraprofessionals to work with individuals or small groups under the direction of a professional. Paraprofessionals were assigned on the basis of one per teacher as follows:
>
> > 23 to kindergarten teachers
> >
> > 14 to compensatory reading teachers
> >
> > 17 to guiding teachers in language arts
>
> Four speech therapists, on the basis of half-time at each school,*** to provide diagnosis and remediation in oral language.

* Only one guiding teacher was assigned to John Muir School, which has two District-funded resource teachers performing guiding teacher functions. No guiding teacher was assigned to John Swett School, which has an enrollment of only 258 pupils.

** No clerk was provided at John Muir School, which has an extra clerk funded by the District.

*** Speech services were not provided for Commodore Stockton or John Muir Schools, which have this half-time speech service funded by the District.

Input: Procedures. The few procedures explicitly prescribed under the language development component were as follows:

> Analysis of reading and language status of children and diagnosis of difficulties, eventuating in diagnostic profiles, on the basis of which individualized services were given.
>
> Development, cooperatively or individually, by classroom teachers and specialist teachers, of new and effective teaching strategies, as well as the sharing of these innovations through meetings, videotapes, and various informal means.
>
> Use of the Language Experience approach to reading in compensatory reading classes.

Input: Equipment and Materials. Budgeted expenditure for teaching materials and supplies was $9,423. There was no input of equipment during this year, but Title I equipment and materials of three prior years were available.

Goals and Objectives. Stated goals of the component were as follows:

> Improving children's verbal functioning
>
> Improving children's classroom performance in reading beyond usual expectations
>
> Improving children's self-image
>
> Improving and increasing children's attention span
>
> Increasing children's expectations of success in school
>
> Improving children's emotional and social stability and/or that of their families
>
> Changing, in a positive direction, children's attitudes towards school and education
>
> Improving children's average daily attendance

The following were the performance objectives for this year's activities:

> Raising the performance level of program participants in excess of the norm of one month for each month of instruction in the program
>
> Raising the median and/or mean gain of program participants in reading by .9 of a year during the eight-month instruction period between pre- and post-tests, as measured by the Stanford Reading Test

Distinctive Elements. The language development component was distinguished by the following special elements:

School staff development specialist and guiding teacher concepts, including the combination of assistance and in-service to classroom teachers by guiding teachers with individualized instruction for pupils with particular learning needs

"Pull-out" compensatory concept

Assignment of paraprofessionals for assisting teachers with instruction and other duties

Emphasis on individual diagnosis and remediation strategies

Reading Centers in two schools, funded under A.B. 606, but operating under the Title I Project

Evaluation of the project

Implementation. The pupils actually participating in this component were the same pupils, with the same characteristics, described earlier in this chapter and also in the Project Proposals, namely the total number of pupils in Grades K-6 in attendance at the ten Title I schools and Title I pupils bused to four receiving schools.

Implementation of the component in terms of personnel, procedures, and materials did not differ from what had been proposed except in respect to some instances of late staffing of certain specialist teacher positions and late delivery of some materials and supplies.

Late funding resulted in a time-lag in filling those specialist positions which represented additions to the personnel of the preceding year. Allowing for the time required for selecting specialist personnel, arranging their transfers, and affording them a modicum of time for becoming conversant with their new duties, it may be said that, in the schools affected, the complete program did not get under way until well into October.

A lengthy procedure prescribed for ordering equipment and materials caused considerable lapse of time between the requisitioning of materials and the receipt of them. This caused some difference between expected input and actual input under this heading, for in some instances it cannot be said that materials were in use for the major portion of the school year. Although this is not a large cash item proportionately, many of these materials are of considerable educational value and delay in delivery results in the psychological disadvantage of waiting many weeks for materials promised -- of hope long deferred. Late funding also had an effect, since the procedures for ordering could not be initiated until funds were assured.

It should be stated, lastly, that space problems at some schools made it difficult to accommodate certain groups of pupils and certain members of the Title I staff. Some groups of children were observed using very small, converted rooms, and even the landing of a stairway, while one school staff development specialist was obliged to use an extremely small, windowless closet as an office-cum-curriculum laboratory. These circumstances, which are difficult to remedy, did not prevent the groups of pupils from functioning nor the school staff development specialist from carrying out his responsibilities.

Restatement of Goals. The goals of the project were those acceptable to the California State Division of Compensatory Education. As goals for the education of disadvantaged children, they are unexceptionable but, as stated, they are not measurable in any literal sense.

The first two goals have been restated in the Project Proposals as performance objectives (page 1-6 of this chapter), again in accordance with the desire of the State. In this formulation, they admit of measurement by means of standardized tests. The remaining goals will be evaluated under other components.

Evaluation Strategy. The measuring instruments and the strategy described below were employed for the evaluation of the language development component.

Section

1.2 Pre-post comparison of reading test results of all pupils in Grades Two through Six in Title I schools and all Title I bused pupils in four receiving schools, obtained on the Stanford Achievement Test in September 1969 (pre) and in May 1970 (post)

Analysis of test results in the following categories:

a. Pupils receiving reading instruction from the classroom teacher only

b. Pupils in compensatory pull-out classes

c. Pupils identified for special instruction in reading from guiding teachers

d. All Title I bused pupils in receiving schools

1.3 Longitudinal study of pull-out compensatory reading classes based on the oral paragraph reading test developed by the District from the Ginn reading series

1.4 Longitudinal study of pull-out compensatory reading classes and guiding teacher groups, based on the Stanford Reading Test (Grades Four and Six)

1.8 Findings of survey of teachers in Title I schools, undertaken to obtain data concerning reading methods and materials in use in Title I schools and to obtain teachers' opinions of the reading series and other reading materials available to them

1.9 Findings of questionnaire concerning language, administered to sixth grade pupils of Title I schools and Title I receiving schools

1.10 Descriptive study of one classroom in a Title I school to identify the factors to which the effective functioning of this classroom may be attributable

1.2 EVALUATION BY STANDARDIZED READING TESTS

SUMMARY TABLES OF READING TEST SCORES BY TYPE OF INSTRUCTION

Introduction. The purpose of these summary tables is to present the findings from the pre-tests and post-tests so as to ascertain what grade level or levels respond best to ESEA Title I programs in reading, as well as to determine the type of instruction that generated the greatest gain for each grade level.

The following tables, I-R through IV-R, show the median, 75th percentile, and 25th percentile pre-test and post-test scores in reading and the resulting differences (gains). The scores are given for ESEA Title I schools and receiving schools, and for the three instructional categories within the ESEA Title I schools: (1) Classroom Teacher Instruction Only, (2) Compensatory Program, and (3) Guiding Teacher Groups.

However, pupils in Grade 1 have only their May 1970 Cooperative Primary Test reading scores reported with no designation of instructional category, since these pupils are not pre-tested and are not assigned to special instructional programs.

Pupils in Grades 2 through 6 have their reading gains reported by instructional category. They were pre-tested in September 1969 and post-tested in May 1970 with the Stanford Achievement Test, which resulted in an elapsed time of .8 of a school year.

Procedure for Using the Tables

Table I-R permits the reader to determine at what grades (2 through 6) and by what types of instruction did the grade-equivalent gains in reading at the median exceed or equal the elapsed time of .8 of a school year.

Table II-R permits the same analysis for the 75th percentile; Table III-R, for the 25th percentile.

Table IV-R permits the reader to relate the 75th percentile, median, and 25th percentile first grade reading scores to the national norm at the time of testing (1.8).

Median Reading Scores, Grades 2 Through 6 (Summary Table I-R)

This chart shows that the following grade levels and instructional categories had gains at the median that equalled or exceeded the elapsed time (.8):

Grade 4: Total Pupils in 10 Title I Schools (+1.0)
Classroom Teacher Instruction Only (+1.4)
Compensatory Program (+.8)
Guiding Teacher Groups (+.9)
Title I Pupils in 4 Receiving Schools (+.9)

Grade 5: Receiving Schools (+.8)

Grade 6: Classroom Teacher Instruction Only (+.9)
Guiding Teacher Groups (+.8)
Title I Pupils in 4 Receiving Schools (+.8)

75th Percentile Reading Scores, Grades 2 Through 6 (Summary Table II-R)

This table shows that all grade levels and instructional categories had gains at the 75th percentile that equalled or exceeded the elapsed time (.8) except the Compensatory Program at Grade 5 (+.7).

25th Percentile Reading Scores, Grades 2 Through 6 (Summary Table III-R)

This table shows that the fourth was the only grade that had gains at the 25th percentile that equalled or exceeded the elapsed time (.8). This occurred for all categories of instruction at this grade:

Grade 4: Total Pupils in 10 Title I Schools (+1.0)
Classroom Teacher Instruction Only (+1.2)
Compensatory Program (+1.0)
Guiding Teacher Groups (+1.1)
Title I Pupils in 4 Receiving Schools (+1.0)

Reading Scores, Grade 1 (Summary Table IV-R)

This table permits only the comparison of the median, 75th percentile, and 25th percentile scores to each other and to the national norm for the time of testing (1.8). From the table, it can be seen that the median score for these first grade pupils in the 10 ESEA Title I schools was .2 of a school year below the national median.

Dissemination of Findings

Pre- and post-test mean raw scores and median grade equivalent scores, by grade level, separating pupils in special reading programs from pupils having reading instruction from classroom teachers only, were furnished to the State Division of Compensatory Education, in accordance with its requirements. Findings have been made available to program designers in the District and will be shared with other school districts throughout the nation. Report sessions will be held with school-site personnel involved in ESEA program activities.

SUMMARY TABLE I-R

PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) MEDIANS ON STANFORD READING TEST FOR ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

Scores in Grade Equivalents
Total Reading

	MEDIAN TEST SCORES, BY TYPE OF INSTRUCTION														
Grade and Level of Test	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
Grade 2 Pre: Pr I-X (2.0) Post: Pr II-W (2.8)	1.5	2.0	+ .5	1.5	2.0	+ .5	1.4	2.0	+ .6	1.5	2.0	+ .5		None	
N		(791)			(552)			(65)			(179)				
Grade 3 Pre: Pr II-Y (3.0) Post: Pr II-X (3.8)	1.8	2.5	+ .7	1.9	2.6	+ .7	1.8	2.4	+ .6	1.9	2.5	+ .6		None	
N		(708)			(473)			(168)			(72)				
Grade 4 Pre: Pr II-W (4.0) Post: Int I-W (4.8)	2.2	3.2	+1.0	2.3	3.7	+1.4	2.3	3.1	+ .8	2.5	3.4	+ .9	2.8	3.7	+ .9
N		(724)			(467)			(158)			(114)			(76)	
Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8)	3.2	3.8	+ .6	3.2	3.9	+ .7	3.1	3.7	+ .6	3.1	3.8	+ .7	3.3	4.1	+ .8
N		(610)			(388)			(157)			(95)			(65)	
Grade 6 Pre: IntII-W (6.0) Post: IntII-W (6.8)	3.9	4.6	+ .7	4.1	5.0	+ .9	3.7	4.4	+ .7	3.9	4.7	+ .8	4.1	4.9	+ .8
N		(646)			(451)			(126)			(78)			(100)	

San Francisco Unified School District
ESEA Title I

Elapsed Time = .8 year

SUMMARY TABLE II-R

PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) 75th PERCENTILES ON STANFORD READING TEST FOR ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

Scores in Grade Equivalents
Total Reading

	75th PERCENTILE TEST SCORES, BY TYPE OF INSTRUCTION														
Grade and Level of Test	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
Gradé 2 Pre: Pr I-X (2.0) Post: Pr II-W (2.8)	1.6	2.6	+1.0	1.7	2.7	+1.0	1.5	2.3	+ .8	1.6	2.5	+ .9		None	
N		(791)			(552)			(65)			(179)				
Grade 3 Pre: Pr II-Y (3.0) Post: Pr II-X (3.8)	2.1	3.1	+1.0	2.4	3.2	+ .8	1.9	2.7	+ .8	2.0	2.8	+ .8		None	
N		(708)			(473)			(168)			(72)				
Grade 4 Pre: Pr II-W (4.0) Post: Int I-W (4.8)	2.9	3.9	+1.0	3.2	4.8	+1.6	2.8	3.6	+ .8	2.9	3.9	+1.0	3.2	4.4	+1.2
N		(724)			(467)			(158)			(114)			(76)	
Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8)	3.9	4.9	+1.0	4.3	5.4	+1.1	3.4	4.1	+ .7	3.6	4.7	+1.1	4.0	4.9	+ .9
N		(610)			(388)			(157)			(95)			(65)	
Grade 6 Pre: IntII-W (6.0) Post: IntII-W (6.8)	4.8	5.7	+ .9	5.0	6.4	+1.4	4.2	5.0	+ .8	4.4	5.4	+1.0	4.9	6.0	+1.1
N		(646)			(451)			(126)			(78)			(100)	

San Francisco Unified School District
ESEA Title I

Elapsed Time = .8 year

SUMMARY TABLE III-R

PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) 25th PERCENTILES ON STANFORD READING TEST FOR ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

Scores in Grade Equivalents
Total Reading

	25th PERCENTILE TEST SCORES, BY TYPE OF INSTRUCTION														
Grade and Level of Test	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
Grade 2 Pre: Pr I-X (2.0) Post: Pr II-W (2.8)	1.3	1.8	+ .5	1.3	1.7	+ .4	1.4	1.7	+ .3	1.4	1.8	+ .4		None	
N		(791)			(552)			(65)			(179)				
Grade 3 Pre: Pr II-Y (3.0) Post: Pr II-X (3.8)	1.7	1.9	+ .2	1.7	1.9	+ .2	1.6	1.9	+ .3	1.7	2.0	+ .3		None	
N		(708)			(473)			(168)			(72)				
Grade 4 Pre: Pr II-W (4.0) Post: Int I-W (4.8)	1.8	2.8	+1.0	1.8	3.0	+1.2	1.9	2.9	+1.0	1.9	3.0	+1.1	2.1	3.1	+1.0
N		(724)			(467)			(158)			(114)			(76)	
Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8)	2.8	3.1	+ .3	2.9	3.1	+ .2	2.7	3.2	+ .5	2.8	3.3	+ .5	2.9	3.5	+ .6
N		(610)			(388)			(157)			(95)			(65)	
Grade 6 Pre: IntII-W (6.0) Post: IntII-W (6.8)	3.4	4.0	+ .6	3.5	4.1	+ .6	3.3	3.9	+ .6	3.5	4.0	+ .5	3.5	4.2	+ .7
N		(646)			(451)			(126)			(78)			(100)	

San Francisco Unified School District
ESEA Title I

Elapsed Time = .8 year

SUMMARY TABLE: IV-R

SCORES OF FIRST GRADE PUPILS IN TEN ESEA TITLE I SCHOOLS ON COOPERATIVE PRIMARY TEST, MAY 1970

TOTAL PUPILS

75th Percentile	1.9
Median	1.6
25th Percentile	1.3

N = 1,007

Scores in Grade Equivalents
Cooperative Primary Test, Form 12A

SFUSD
ESEA Title I

RECOMMENDATIONS

In view of the fact that the ESEA Title I schools exhibit great variety in educational need as well as in the conditions under which teaching and learning take place, it is recommended that each school in the project develop its own proposals for both instructional components to meet its own unique needs and to take advantage of its previous experience with various means of meeting these needs.

It is recommended that consideration be given to defining more exactly the role, responsibilities, and accountability of classroom teachers and specialist teachers in Title I schools.

It is also suggested that thought be given to finding means of obtaining more information about the methodology used in both instructional components and studying the relationship of methodology to results achieved.

It is felt that schools should be discouraged from assigning pupils to more than one pull-out program of any kind, since this appears to cause too much loss of time from regular classroom lessons.

With regard to the testing program, the following are offered for consideration:

> That a reading diagnostic test, similar in its general purpose to the mathematics diagnostic test in use during 1969-70, be constructed by the Title I resource staff for at least one grade level, to be used, not only for diagnosis, but also for pre-post testing of achievement in relation to content taught in Title I schools.
>
> That schools make some use of other types of tests related to content taught, in addition to standardized tests, for assessing pre-post gains in pupil achievement.
>
> That schools devote special attention to providing optimum conditions for testing and take steps to familiarize pupils with the format of the tests so that Title I pupils, with their limited capacity for adaptation in matters of this nature, will not be handicapped in the testing situation by the necessity for adjusting to unfamiliar modes of response.

It is recommended, finally, that procedures for ordering instructional materials be reviewed to ascertain whether the process can be accelerated.

1.3 STUDY OF PUPIL READING RECORDS OF ESEA ELEMENTARY COMPENSATORY CHILDREN

San Francisco has been providing compensatory education programs for economically and culturally disadvantaged children since 1961. At the elementary level, compensatory classes were established to provide special help in reading and related language skills for underachieving children. Since September 1963, the elementary compensatory teachers have been administering oral paragraph reading tests to each child participating in the compensatory classes. This test determines the child's approximate reading level and the results are recorded on a pupil reading record form.

This study is based on pupil performance on the oral paragraph reading test as a direct criterion of compensatory class effects. The data were collected from the pupil reading records of compensatory pupils in the nine ESEA target area schools and in the ten receiving schools (1968 - 1969). The records were compiled from September 1966 through June 1969.

Test Technique. The oral paragraph reading test is based on the Ginn series and indicates the specific page of a Ginn reader to be read at each level. This test is administered when a pupil enters the compensatory program, and again at the end of each school year in June. It is administered earlier if the pupil is transferred from the school, or released from the compensatory class.

The test is administered by the compensatory teacher to the individual pupil. A Ginn reader is selected at the probable reading level of the pupil. If the pupil reads the selection with comprehension and with fewer than three word recognition difficulties, he may try the next higher reading level. If he fails to comprehend the meaning of the selection, and makes six or more errors in word recognition, he reads from the next lower reading level. The book read with comprehension and with three to six errors in word recognition determines the pupil's reading level.

Schools and Pupils. Six of the elementary schools selected for ESEA participation for the school year 1968-1969 included those ranked as the top six in eligibility by the following adverse factors:

Percentage of students on Aid to Families with Dependent Children (AFDC)

Below grade level reading achievement

Transiency

Minority Status

Bilingualism

Median year of school

Median family income

The other three schools included were Commodore Stockton, which had the highest percentage of bilingual students, together with Dudley Stone and Hawthorne, which had been receiving saturation services from 1966 through 1968.

In three of these selected schools, because of space needs and lowered class size, some intermediate pupils were bused to ten receiving schools that had available space.

The procedure for the selection of pupils for compensatory classes has been established since the first year and has been continued with modifications suggested by participating teachers. Cumulative record cards and test records are studied. Teachers are consulted about classroom achievement and performance. Enrollment is recommended for pupils who are one or more years retarded in reading or in the related language skills, and who show promise of improving as a result of more individualized instruction. The selected pupils attend the compensatory classes in groups of twelve and are taught by the compensatory teacher for 45 or 50 minutes daily.

The length of assignment to the program is determined by the progress made. As pupils improve and show readiness to be able to perform in their regular classrooms in reading and related language skills, they are released from the program.

Pupils Released from Compensatory Classes. Table 1.3.1 in the appendix contains summary data on 1,297 pupils who have participated in ESEA compensatory classes at some time between September 1966 and June 1969.

Of all the participating pupils, 22 per cent have been released from compensatory classes and are able to perform in their regular classrooms. Of the 840 pupils participating for one year, 287 or 23 per cent were able to perform in their regular classrooms after one year of instruction in compensatory class.

Pupils Continuing in Compensatory Classes. At the end of the semester, 54 per cent (696) of the participating pupils continued to receive instruction in compensatory classes for the following semester.

Transferred Pupils. The "transferred pupils" are those pupils who have not been released from compensatory classes as able to perform in their regular classroom, and who will not necessarily continue in a compensatory program when they transfer to another school or city. Of the total compensatory pupil population, 8 per cent transferred from the school and 17 per cent were promoted to junior high school, making a total of 25 per cent "transferred pupils."

Compensatory Class Effects. Data from pupil reading records are available for 1,151 pupils who have participated in ESEA compensatory reading classes for one through seven semesters and whose grade level at the time of entry into compensatory classes ranged from high-second through low-sixth.

TABLE 1.3.1: **SUMMARY DATA ON COMPENSATORY PUPILS**

As of June 1969

SEMESTERS IN COMPENSATORY CLASSES	NUMBER OF PUPILS	PUPILS ABLE TO PERFORM IN REGULAR CLASSES		PUPILS TRANSFERRED FROM SCHOOL		PUPILS SENT TO JUNIOR HIGH SCHOOL		PUPILS CONTINUING IN COMPENSATORY CLASSES	
		NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
One	404	79	20%	42	10%	41	10%	242	60%
Two	436	108	25%	32	7%	58	13%	238	55%
Three	160	36	23%	12	8%	32	20%	80	50%
Four	166	34	21%	10	6%	37	22%	85	51%
Five	55	13	24%	3	6%	16	29%	23	42%
Six	47	8	17%	1	2%	19	40%	19	40%
Seven	29	4	14%	0	0%	16	55%	9	31%
TOTAL	1297	282	22%	100	8%	219	17%	696	54%

The reader will observe that the numbers of pupils entered in Tables 1.3.2 through 1.3.9 differ with respect to the total reported in Table 1.3.1. Specifically, the 1,297 pupils reported in Table 1.3.1 exceed the total of 1,151 pupils reported in Tables 1.3.2 through 1.3.9. This excess of 146 pupils arises from the fact that the first, low-second, and high-sixth grades are not included in the breakdown by grade level owing to the small samples available.

Tables 1.3.2 through 1.3.9 show some interesting effects of participation in compensatory classes upon reading level. Within these tables, certain related trends are observable. First, prior to participation in compensatory classes the pupils in this study were not achieving month-for-month gains in reading for each school year. Second, pupils participating in compensatory classes are achieving better than month-for-month gains in reading. Third, with participation in compensatory classes, pupils are making a positive change in relation to reaching "at grade" reading level.

Summary. The following summary statements attempt to point out findings from the pupils reading records of ESEA students and provide reference to the specific items found in Tables 1.3.2 through 1.3.9 in the appendix.

Summary Observations

Item	
2-3	Of the 1,151 pupils reported, 66.7 per cent participated in compensatory reading classes for one year, 24.5 per cent participated for two years, and 8.7 per cent for three or three and one-half years.
4-5	Prior to participation in compensatory classes, the pupils in this study were not achieving month-for-month gains for each year in school. The growth rate per school year ranged from 0.4 to 0.7 of a school year prior to participation. They averaged five and one-half months' gain for each ten-month instruction period. When entering compensatory classes, pupils were reading below grade level. The mean reading level ranged from a grade equivalent of 1.5 for high-second graders to 3.8 for low-sixth graders.
8-9	With participation in compensatory classes, most pupils achieved better than month-for-month gain for each year in school. Of the 1,151 pupils reported, 90 per cent had a growth rate of 1.0 to 1.8 years per school year. That is, they gained from ten months to eighteen months for each ten months of instruction. The other 10 per cent had a growth rate of 0.8 to 0.9 per school year. These pupils gained eight or nine months for each ten months of instruction. The growth rate for one- and two-semester participation seems to be slightly higher than the growth for three- and four-semester participation. The growth

rate for three- and four-semester participation is also slightly higher than for five- and six-semester participation.

10 Prior to participation in compensatory classes, the reading status of pupils in relation to their "at grade" reading level ranged from -0.9 in the high-second grade -3.1 in the high fifth grade. This indicates a definite pattern for pupils prior to participation in compensatory classes. The higher the grade level, the wider becomes the gap between actual reading level and "at grade" reading level.

11 Data indicate that, with compensatory class participation, pupils' reading status in relation to "at grade" reading level ranged from -0.4 in the high-second grade to -2.7 in the high-fifth grade.

12 With compensatory class participation, 88 per cent of the pupils are making a positive change in relation to "at grade" reading level. The change ranges from .0 to +0.9.

Prior to participation, there was a negative change and the gap between pupil's actual reading level and "at grade" reading level was widening. The pattern of the widening gap with each successive year in school has been stopped. Although the pupils have not reached "at grade" reading level, the change in status shows positive growth toward it.

1.4 LONGITUDINAL STUDY OF ESEA TITLE I FOURTH AND SIXTH GRADE PUPILS

Two elementary grades, fourth and sixth, in fall semester, 1969 were selected for a longitudinal study of ESEA Title I participants in compensatory reading and guiding teacher reading services. The groups of pupils studied were compared on total reading scores based upon the Stanford Reading Test administered from May 1968 through May 1970.

Those fourth and sixth grade pupils studied attended seven ESEA Title I elementary schools. Compensatory reading participants were those pupils who were behind grade level in reading one or more years and who, in the judgment of their teachers, were most in need of, and most likely to profit from, participation in compensatory education.

FOURTH GRADE LONGITUDINAL STUDY

The fall 1969 fourth grade was tested in Grade Two in May 1968 (actual grade placement = 2.8), retested in Grade Three in May 1969 (actual grade placement = 3.8) and retested again in May 1970 (actual grade placement = 4.8).

Table (See Appendix)

Intensive Service Schools Reading Test Results.

Quartile and median grade placement scores for pupils enrolled in compensatory reading indicated:

1.4.1

2nd Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	40	2.3	1.9	1.7
2-sem.comp.read. particip.	75	1.9	1.8	1.7
3-sem.comp.read. particip.	17	1.7	1.7	1.5
All participants	132	1.9	1.8	1.7

The follow-up reading test was given in May 1969 to the then 3rd grade class. The quartile and median grade placements for the follow-up test are as follows:

1.4.2

3rd Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	40	3.1	2.7	2.3
2-sem.comp.read. particip.	75	2.7	2.5	2.0
3-sem.comp.read. particip.	17	2.5	2.0	1.9
All participants	132	2.8	2.5	2.0

Some differences were noted between one-semester and two and three-semester compensatory reading participants. One-semester participants experienced the greatest actual gain.

One year elapsed between the two testing periods. Compensatory reading participants' scores indicated that 22.8 per cent of them showed an actual gain equal to or greater than "month-for-month" gain.

Table Using the adjusted gain formula, cited in the tables, 50.8 per cent of the compensatory reading participants recorded one year of growth or more.

1.4.3

Actual Gain	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	40	1.1	0.8	0.4
2-sem.comp.read. particip.	75	0.9	0.6	0.2
3-sem.comp.read. particip.	17	0.8	0.6	0.2
All participants	132	0.9	0.6	0.2

One semester compensatory reading participants recorded the greatest adjusted gain. Most compensatory reading pupils showed some gain on the follow-up test, 87.8 per cent (actual) and 88.0 per cent (adjusted) showed growth.

1.4.4 Pupils who had received guiding teacher services indicated quartile and median scores as follows:

2nd Grade Scores	No.	75th%ile	50th%ile	25th%ile
Guiding Tchr. Particip.	182	2.6	2.1	1.8
3rd Grade Scores				
Guiding Tchr. Particip.	182	3.4	2.8	2.1

Of guiding teacher reading participants 22.5 per cent had experienced actual gain equal to or greater than "month-for-month" gain and 39.3 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain.

1.4.5

Actual Gain	No.	75th%ile	50th%ile	25th%ile
Guiding Tchr. Particip.	182	0.9	0.6	0.3
Adjusted Gain				
Guiding Tchr. Particip.	182	1.2	0.8	0.3

Reading status at the end of fourth grade for fall 1969 compensatory reading participants indicated that 4.5 per cent were at or above actual grade level. Pupils who recorded actual gain equal to or greater than "month-for-month" were 52.4 per cent, while 66.6 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain. Of the compensatory reading pupils, 92.1 per cent recorded some actual gain, while 92.3 per cent showed adjusted gains. The following are the median and quartile scores for the fourth grade test in May 1970.

1.4.8

4th Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	22	4.3	3.3	2.9
2-sem.comp.read. particip.	44	4.2	3.4	3.1
3-sem.comp.read. particip.	9	3.3	3.3	2.9
4-sem.comp.read. particip.	31	3.3	3.0	2.9
5-sem.comp.read. particip.	7	3.0	2.8	2.6
All participants	113	3.8	3.2	2.9

One- and two-semester participants recorded the highest reading status while participants who had three or more semesters of compensatory reading made less progress than the other groups.

Table	Actual Gains	No.	75th%ile	50th%ile	25th%ile
1.4.8	1-sem.comp.read. particip.	22	1.2	1.0	0.6
	2-sem.comp.read. particip.	44	1.3	1.0	1.4
	3-sem.comp.read. particip.	9	1.0	0.8	0.3
	4-sem.comp.read. particip.	31	1.2	0.9	0.4
	5-sem.comp.read. particip.	7	1.1	0.6	0.1
	All participants	113	1.2	0.9	0.5
	Adjusted Gains				
	1-sem.comp.read. particip.	22	2.0	1.3	1.0
	2-sem.comp.read. particip.	44	2.0	1.4	0.9
	3-sem.comp.read. particip.	9	2.0	1.2	0.5
	4-sem.comp.read. particip.	31	2.4	1.4	0.6
	5-sem.comp.read. particip.	7	2.2	1.2	0.2
	All participants	113	2.0	1.3	1.7

The contrast between actual and adjusted gains is well illustrated above, the latter exceeding the former by 0.8 of a year at the 75th percentile, by 0.4 of a year at the 50th percentile, and by 1.2 years at the 25th percentile. Adjusted gains are greater than "month-for-month" at the 75th, 50th and 25th percentiles.

1.4.10 Pupils who received guiding teacher services indicated quartile and median scores as follows:

4th Grade Scores	No.	75th%ile	50th%ile	25th%ile
Guiding Tchr. Particip.	114	4.8	4.1	3.1

Among guiding teacher participants 65.0 per cent experienced actual gain equal to or greater than "month-for-month" gain and 79.8 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain. Pupils who showed either some actual or adjusted gains equaled 99.1 per cent.

	Actual Gain	No.	75th%ile	50th%ile	25th%ile
1.4.11	Guiding Tchr. Particip.	114	1.5	1.2	0.8
	Adjusted Gain				
	Guiding Tchr. Particip.	114	2.2	1.4	1.0

Fourth Grade Longitudinal Summary

1. Median and quartile scores on the initial second grade test and follow-up tests in the third and fourth grades for compensatory reading participants were all below appropriate grade levels. Median score on the second grade test was 1.0 year below grade level, while the median score on the fourth grade test was 3.2, which is 1.6 years below grade level.

2. The median actual gain for compensatory reading participants between third and fourth grades was 0.9 of a year, or approximately "month-for-month" gain, while the median adjusted gain was 1.3 years, or three-tenths of a year more than the 1.0 year of elapsed time between testing periods.

SIXTH GRADE LONGITUDINAL STUDY

The fall 1969 sixth grade was tested in Grade Four, May 1968 (actual grade placement = 4.8), retested in Grade Five in May 1969 (actual grade placement = 5.8), and retested again in May 1970 (grade placement = 6.8).

Table Intensive Service Schools Reading Test Results.

Quartile and median grade placement scores for pupils enrolled in compensatory reading are as follows:

1.4.15

4th Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	43	3.7	3.1	2.6
2-sem.comp.read. particip.	28	3.4	2.9	2.2
3-sem.comp.read. particip.	22	3.1	2.7	2.4
4-sem.comp.read. particip.	15	3.1	2.9	2.5
5-& 6-sem.comp.read.particip.	14	2.9	2.7	1.9
All participants	122	3.3	2.9	2.2

The follow-up reading test was given in May 1969 to the fifth grade class. Quartile and median grade placements for the follow-up test are as follows:

1.4.16

5th Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	43	5.0	4.1	3.3
2-sem.comp.read. particip.	28	4.3	3.7	3.3
3-sem.comp.read. particip.	22	3.9	3.6	3.5
4-sem.comp.read. particip.	15	3.7	3.5	3.2
5-& 6-sem.comp.read.particip.	14	3.9	3.5	3.3
All participants	122	4.3	3.7	3.3

Differences were noted between one- and two-semester participants and those who had been in compensatory reading for a longer period of time. One- and two-semester participants experienced the greatest actual gain, especially at the 75th percentile and median levels.

One year elapsed between the two testing periods. Of compensatory reading participants 57.4 per cent showed an actual gain equal to or greater than "month-for-month" gain.

Using the adjusted gain formula cited in the tables, 81.4 per cent of the compensatory reading participants recorded one year's growth or more.

1.4.17

Actual Gain	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	43	1.5	1.1	0.7
2-sem.comp.read. particip.	28	1.5	1.1	0.5
3-sem.comp.read. particip.	22	1.3	1.0	0.6
4-sem.comp.read. particip.	15	1.2	0.5	0.4
5-& 6-sem.comp.read.particip.	14	1.6	1.2	0.7
All participants	122	1.4	1.1	0.6

Five- and six-semester compensatory reading participants recorded the greatest adjusted median gain of 2.0 years, while the median adjusted gain for all participants was 1.6 years. The majority of compensatory reading pupils showed some gain on the follow-up test; 98.5 per cent (actual) and 99.5 per cent (adjusted) showed growth.

Table Pupils who received guiding teacher services had quartile and median scores as follows:

1.4.18

4th Grade Scores	No.	75th%ile	50th%ile	25th%ile
Guiding Tchr. Particip.	130	4.1	3.6	3.0
5th Grade Scores				
Guiding Tchr. Particip.	130	5.7	4.8	4.0

Among guiding teacher reading participants 71.4 per cent had experienced actual gain equal to or greater than "month-for-month" and 85.7 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain.

1.4.19

Actual Gain	No.	75th%ile	50th%ile	25th%ile
Guiding Tchr. Particip.	130	1.8	1.2	0.9
Adjusted Gain				
Guiding Tchr. Particip.	130	2.0	1.6	1.2

Reading status at the end of 6th grade for fall 1969 compensatory reading participants indicated that 4.6 per cent were at or above actual grade level. Pupils who recorded actual gain equal to or greater than "month-for-month" were 41.6 per cent, while 62.2 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain. Of the compensatory reading pupils, 88.7 per cent recorded some actual gain, and 88.7 per cent also showed some adjusted gain. The following are the median and quartile scores for the sixth grade test in May 1970.

1.4.25

6th Grade Scores	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	28	5.8	5.2	4.2
2-sem.comp.read. particip.	24	5.7	4.6	4.0
3-sem.comp.read. particip.	17	5.1	4.6	4.2
4-sem.comp.read. particip.	15	4.7	4.2	3.9
5-& 6-sem.comp.read.particip.	24	4.9	4.3	4.0
All participants	108	5.2	4.6	4.0

One-semester compensatory reading participants recorded the highest reading status while participants who had two or more semesters of compensatory reading tended to show less gain than the one-semester participants.

Actual Gains	No.	75th%ile	50th%ile	25th%ile
1-sem.comp.read. particip.	28	1.2	0.8	0.4
2-sem.comp.read. particip.	24	1.3	0.9	0.5
3-sem.comp.read. particip.	17	1.3	0.9	0.5
4-sem.comp.read. particip.	15	1.2	0.8	0.4
5-& 6-sem.comp.read.particip.	24	1.3	0.7	0.6
All participants	108	1.2	0.8	0.4

Table	Adjusted Gains	No.	75th%ile	50th%ile	25th%ile
1.4.26	1-sem.comp.read. particip.	28	1.9	1.1	0.5
	2-sem.comp.read. particip.	24	2.1	1.6	0.6
	3-sem.comp.read. particip.	17	1.9	1.5	0.8
	4-sem.comp.read. particip.	15	2.1	1.5	0.6
	5-& 6-sem.comp.read.particip.	24	2.5	1.2	0.6
	All participants	108	2.0	1.3	0.6

Contrast between actual and adjusted gains is well illustrated above, with results similar to those found in the fourth grade longitudinal study. The sixth grade adjusted gains exceeded actual gains by 0.8 of a year at the 75th percentile, by 0.5 of a year at the 50th percentile, and by 0.2 of a year at the 25th percentile. Adjusted gains registered were greater than "month-for-month" at the 75th and 50th percentiles.

Pupils who received guiding teacher services indicated quartile and median scores as follows:

	6th Grade Scores	No.	75th%ile	50th%ile	25th%ile
1.4.27	Guiding Tchr. Particip.	94	6.8	5.8	5.0

Of guiding teacher reading participants, 53.3 per cent experienced actual gain equal to or greater than "month-for-month" gain and 58.5 per cent recorded an adjusted gain equal to or greater than "month-for-month" gain. Pupils who showed either some actual or adjusted gains equaled 89.4 per cent.

	Actual Gain	No.	75th%ile	50th%ile	25th%ile
1.4.28	Guiding Tchr. Particip.	94	1.5	1.0	0.6
	Adjusted Gain				
	Guiding Tchr. Particip.	94	1.8	1.1	0.7

Sixth Grade Longitudinal Summary

1. Median and quartile scores on the initial fourth grade test and follow-up tests in the fifth and sixth grades for compensatory reading participants were all below appropriate grade levels. Median score on the fourth grade test was 1.9 years below grade level, while the median score on the sixth grade test was 4.6, which is 2.2 years below grade level.

2. Guiding teacher reading participants achieved grade level (6.8) at the 75th percentile on the sixth grade test. The same group scored (5.8) at the median and (5.0) on the 25th percentile level.

3. The median actual gain for compensatory reading participants between the fifth and sixth grades was 0.8 of a year, while the median adjusted gain was 1.3 years, or three-tenths of a year more than the 1.0 year of elapsed time between testing periods.

OBSERVATIONS ON THE LONGITUDINAL STUDIES

1. Purpose of the Studies. Fourth and sixth grade longitudinal reading studies reported herein have provided the dimension of individual pupil progress. In the designated tables may be found the number and percentage of pupils who achieved particular levels of reading growth.

As indicated in most of the tables, many pupils progressed beyond what was expected, while others lagged far behind. A marked diversity of stages of reading development was revealed.

2. Expectations of Growth. Earlier evaluation reports on the ESEA Title I Program in San Francisco indicated and defined levels of expectation for reading growth. These levels have been utilized with the data within these studies, as indicated in Summary Table A.

Expectation Level		Summary Table A
1st - Bring up to grade level	-	% At or Above Actual Grade Placement on Follow-up Test
2nd - Close the gap with grade level	-	% Recording Actual Gain Equal to or Greater Than "Month-for-Month" Gain
3rd - Improve the rate of growth	-	% Recording Adjusted Gain Equal to or Greater Than "Month-for-Month" Gain
4th - Stop the regression or loss	-	% Recording Some Actual Gain Between Testing Periods

As observable in Summary Table A and its reference tables, there was a notable increase in percentages of pupils as the reader passes from first level to fourth level expectations.

Among the fourth grade compensatory reading participants, 4.5 per cent obtained grade level (first level) on the follow-up test; however, the percentages of pupils closing the gap (second level) are as high as 52.2 per cent. Proportions of participants improving their growth rate (third level) are exactly two-thirds of the pupils, and only about one pupil in ten failed to gain (fourth level).

The fourth grade guiding teacher reading participants indicated 28.1 per cent who attained grade level (first level) on the follow-up test; percentages closing the gap (second level) were up to 65.0 per cent. Proportions of participants improving growth rate (third level) were 79.8 per cent, while almost all pupils (99.1 per cent) indicated some actual gain.

3. Numbers of Participants. The number of pupils who were followed in the fourth and sixth grade longitudinal studies was limited because of the high rate of pupil transiency. Another reason was that several new schools were selected during 1969-70 which replaced two schools no longer included in the ESEA program. Seven of the original nine ESEA schools from 1968-69 remained in the two-year study.

SUMMARY TABLE A: SUMMARY OF PUPIL STATUS AND SCORE CHANGE IN TOTAL READING FOR ESEA TITLE I PARTICIPANTS IN TWO ELEMENTARY GRADES SELECTED FOR LONGITUDINAL STUDIES DURING THE SCHOOL YEAR OF 1969-70

Fall 1969 Classification: Initial Test Grade & Time: Follow-up Test Grade & Time:	Fourth Grade Grade 2, May 1968 (2.8) Grade 3, May 1969 (3.8)		Sixth Grade Grade 4, May 1968 (4.8) Grade 5, May 1969 (5.8)	
TEST PERFORMANCE Per Cent of Pupils Whose Total Reading Scores or Score Changes Were:	Intensive Service (7 - Schools) Compensatory Reading Participants	Intensive Service (7 - Schools) Guiding Tchr. Reading Participants	Intensive Service (7 - Schools) Compensatory Reading Participants	Intensive Service (7 - Schools) Guiding Tchr. Reading Participants
% At or Above Actual Grade Placement on Initial Test (Reference Table)	2.8% 1.4.1	19.3% 1.4.4	.8% 1.4.15	7.8% 1.4.18
% At or Above Actual Grade Placement on Follow-up Test (Reference Table)	2.1% 1.4.2	11.8% 1.4.4	6.5% 1.4.16	21.6% 1.4.18
% Recording Actual Gain Equal To or Greater Than "Month-for-Month" Gain (Reference Table)	22.8% 1.4.3	22.5% 1.4.5	57.4% 1.4.17	71.4% 1.4.19
% Recording Adjusted Gain Equal To or Greater Than "Month-for-Month" Gain (Reference Table)	50.8% 1.4.3	39.3% 1.4.5	81.4% 1.4.17	85.7% 1.4.19
% Recording Some Actual Gain Between Testings (Reference Table)	87.8% 1.4.3	85.7% 1.4.5	98.5% 1.4.17	100.0% 1.4.19
% Recording Some Adjusted Gain Between Testings (Reference Table)	88.0% 1.4.3	85.7% 1.4.5	99.5% 1.4.17	100.0% 1.4.19

SUMMARY TABLE A: (Cont'd)

SUMMARY OF PUPIL STATUS AND SCORE CHANGE IN TOTAL READING FOR ESEA TITLE I PARTICIPANTS IN TWO ELEMENTARY GRADES SELECTED FOR LONGITUDINAL STUDIES DURING THE SCHOOL YEAR OF 1969-70

Fall 1969 Classification: Initial Test Grade & Time: Follow-up Test Grade & Time:	Fourth Grade Grade 3, May 1969 (3.8) Grade 4, May 1970 (4.8)		Sixth Grade Grade 5, May 1969 (5.8) Grade 6, May 1970 (6.8)	
TEST PERFORMANCE Per Cent of Pupils Whose Total Reading Scores or Score Changes Were:	Intensive Service (7 - Schools) Compensatory Reading Participants	Intensive Service (7 - Schools) Guiding Tchr. Reading Participants	Intensive Service (7 - Schools) Compensatory Reading Participants	Intensive Service (7 - Schools) Guiding Tchr. Reading Participants
% At or Above Actual Grade Placement on Initial Test	2.1%	11.8%	6.5%	21.6%
(Reference Table)	1.4.2	1.4.4	1.4.16	1.4.18
% At or Above Actual Grade Placement on Follow-up Test	4.5%	28.1%	4.6%	29.8%
(Reference Table)	1.4.8	1.4.10	1.4.25	1.4.27
% Recording Actual Gain Equal To or Greater Than "Month-for-Month" Gain	46.9%	65.0%	41.6%	53.3%
(Reference Table)	1.4.9	1.4.11	1.4.26	1.4.28
% Recording Adjusted Gain Equal To or Greater Than "Month-for-Month" Gain	66.6%	79.8%	62.2%	58.5%
(Reference Table)	1.4.9	1.4.11	1.4.26	1.4.28
% Recording Some Actual Gain Between Testings	92.1%	99.1%	88.7%	89.4%
(Reference Table)	1.4.9	1.4.11	1.4.26	1.4.28
% Recording Some Adjusted Gain Between Testings	92.3%	99.1%	88.7%	89.4%
(Reference Table)	1.4.9	1.4.11	1.4.26	1.4.28

SFUSD-ESEA TITLE I

After pupils had been classified by semesters of participation in compensatory reading, it was found that many groups contained so few pupils that statistical summary must be regarded as unreliable; because of that, no tests of statistical significance were undertaken.

4. Semesters of Participation. The two longitudinal studies suggested that pupils enrolled in compensatory reading classes for shorter periods of participation -- one or two semesters -- tended to achieve better results than pupils enrolled for longer periods of time.

Pupils who made good progress were returned to regular classes while those who needed to continue in compensatory reading were pupils whose reading problems were of a more difficult nature and required longer periods of special assistance.

1.5 DESCRIPTION OF LANGUAGE DEVELOPMENT COMPONENT: ORGANIZATION

Introduction. The Title I effort in direct instruction may be summed up as an intervention in the education of disadvantaged pupils with a view to enhancing in quality, and intensifying in quantity, their instruction in reading and mathematics, thereby raising their level of achievement and maintaining an assault on the poverty syndrome in its educational aspect. Further description of the language development component is undertaken her in an attempt to provide a fuller view and to report certain features of interest.

There were two main thrusts of the Title I program in language development and reading. One aimed to bring about improvement in the achievement of all children by assistance and in-service to the classroom teacher. The school staff development specialists, coordinators of the program at each school, and especially the guiding teachers, were the pivots on which this aspect of the program turned at school sites, with the Title I resource staff carrying out the same objective for the project as a whole.

The other thrust was in the direction of special additional help, in small groups, for underachieving pupils. These groups were of two types -- "pull-out" groups in which 1,030 pupils were taught by compensatory reading teachers, and groups of pupils identified for special help from guiding teachers in reading, who numbered 729.

Supporting the instructional services were the other Title I components. The In-service component, which guiding teachers were an important agency at school sites, was aimed at enlarging the skills of the classroom teachers. The Parental Involvement component existed to build a bridge between home and school, for the favorable effect this was expected to have on pupils' learning. It was under this component that parents and other residents of the local community were employed as aides in the Title I schools, a source of earnings, experience, and widening understanding for themselves and of worthwhile help to the instructional program in the schools. The Auxiliary Services existed to attempt to help children with social, emotional, and behavioral problems that were interfering with their ability to learn -- and all too frequently with their classmates' freedom to learn. They also had the function of interpreting children and their motivations and background to teachers and of generally giving teachers the benefit of their specialized knowledge and of their advice. The Intergroup Experiences component was directed towards fostering intercultural association and understanding, towards narrowing the ethnic gap.

Bilingual Instruction. Certain schools in the project had a concentration of pupils with acute needs springing from insufficient knowledge of English. A bilingual program funded in previous years under ESEA was maintained by the School District for these pupils.

Reading Centers. The reporting of the Language component is incomplete without a description of the Reading Centers in two schools, brought into existence with A.B. 606 funds, but operating under the aegis of the Title I project. These controlled reading environments constituted a genuine innovation in the teaching of reading which may have important implications for reading instruction in Title I schools in the future. Description and evaluation of these Reading Centers will be found in Chapter 10 of this Report.

Organizational Formats. The basic unit in the organizational structure of the Title I schools was the usual type of self-contained classroom, exhibiting many unusual and creative features designed to facilitate learning, but largely traditional in organizational framework. Instruction in these classrooms was strengthened by the guiding teachers, with the injection of new, creative techniques, most frequently in a format temporarily changed to resemble team-teaching. Special help was provided in "pull-out" programs for children in need of it.

Title I schools exhibited the following types of organizational format for developmental reading instruction and remediation:

Regular classrooms and teachers, as maintained by the School District, with class size lowered by District formula for schools which are achieving substantially below grade level

Regular classrooms with reduced membership during certain hours while identified children were participating in Title I "pull-out" programs, thus affording classroom teachers an opportunity for teaching children in groups smaller than usual

Compensatory "pull-out" groups of 12 pupils each

Classrooms in which the guiding teacher, with his aide, worked with regular teachers, more often within a structure resembling team-teaching, combining this assistance to the teacher with special help for identified children, and reducing the adult-pupil ratio for the duration of this situation in each classroom

All kindergarten classrooms, staffed by the regular teacher and a 60-hour aide, in which the adult-pupil ratio was reduced during the time when the aide was present

Small groups of two to six, in which pupils received services from the Title I speech therapist

Small groups in which pupils received special assistance from an aide, under the supervision of the certificated teacher

To this list should be added the arrangement in which assistance and in-service furnished by the guiding teacher to the classroom teacher, varying in extent from very little to quite concentrated, by which the expertise of the guiding teacher was filtered in varying degrees through the classroom teacher to his pupils without the presence of the guiding teacher in the classroom and without changing the adult-pupil ratio of the classroom.

Equipment and Materials. Input of supplies and instructional materials by Title I this year for the language development component amounted to $9,423. There was no input of equipment, but the rather wide range of equipment supplied in previous years was available for use, together with a store of materials from prior years. Expenditure under the heading of materials and supplies, though modest in comparison with the total cost of the language development component, appeared to have a favorable influence on the program. This would be attributable to the fact that improvements in instruction often made by a series of inexpensive items, including books, can be quite substantial.

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1.6 DESCRIPTION: PERSONNEL

School Staff Development Specialist. The school staff development specialist, though mentioned with less frequency than the guiding teacher and the compensatory reading teacher, was a central figure in the Title I effort at each school site. He was a master teacher, with experience and with specialized competence both in the teaching areas and in working with urban children. He was the coodinator of the components of the Title I program in his school, charged with the responsibility for synchronization and proper functioning. He was the liaison between Title I and administrators, teachers, parents, pupils, and other members of the school community. In addition to this, he was required to provide in-service for guiding teachers and aides and assist the specialist teachers and classroom teachers in the many different aspects of the educational effort in the school. He was also responsible for assisting in the diagnosis of children with learning difficulties and directing children in need of special assistance under either instructional or auxiliary components to the appropriate programs or services.

Guiding Teacher in Language Arts. The guiding teacher in language arts was also a master teacher, experienced and possessed of specialized competence both in reading and in teaching disadvantaged children.

The guiding teacher assumed a dual role in the Title I effort: increasing the efficacy of regular classroom instruction of pupils through resource assistance and in-service in many forms to their teacher, and giving special, individualized help to pupils with particular learning needs. Frequently assistance to teachers assumed an organizational shape that was roughly similar to team-teaching. Within this framework the guiding teacher was able to assist in planning and teaching, to give demonstration lessons of standard instructional methods, and to introduce new techniques and materials appropriate to the situation in the classroom. He also provided assistance to teachers in understanding children and their problems, and advised on classroom organization and control -- all matters prerequisite to learning on the part of pupils but, at the same time, presenting special difficulty in Title I schools. In all of this he was able to help the classroom teacher refine his skills and enlarge his repertoire of alternative techniques and strategies.

Typically, a guiding teacher could work intensively in this manner with approximately three classroom teachers in one term, or six in the course of a year. This effort was carried on directly and explicitly, and also indirectly by the opportunity the classroom teacher was offered to observe the techniques of the guiding teacher working with a group of identified children in his classroom.

In addition to working more intensively with certain teachers, the guiding teacher also acted as a resource person for the other teachers of the school, making himself available for assistance, information, and advice, often informally and on-the-spot. He also gave demonstrations of methods and materials for other teachers, singly or in groups, introducing new and improved procedures or approaches. These are particularly useful functions if it is recalled that the guiding teachers were familiar with the school, the pupils, and the teachers and were able to advise on problems, not in terms of well-meaning generalities, but in the form of realistic, concrete suggestions.

Guiding teachers also taught groups of children identified for special instructional services, more frequently in the pupils' classrooms. The methods in use in these guiding teacher groups were geared to a large extent to the methods in use in the children's classrooms, with such additions and adjustments of their own as they saw fit. A few guiding teachers made some limited use of the Language Experience approach to reading with these groups.

The guiding teacher groups served the same purpose as the compensatory reading teacher groups to the extent that they offered special services to children who were below grade level in reading, but guiding teacher groups, in addition, fulfilled a demonstration and in-service function for the benefit of the classroom teacher and ordinarily used methods different from those of the compensatory groups.

Guiding teachers also played an important role in the diagnosing and placing of children in need of special instructional services in cooperation with classroom teachers.

Compensatory Teacher. The compensatory reading teachers were, similarly, experienced master teachers, with special competence in reading and in teaching Title I pupils. They functioned generally by procedures and organizational patterns in which experience has been gained since the inception of the San Francisco Compensatory Program in 1961. The compensatory teacher taught a total of 60 pupils in pull-out groups of twelve. In these small groups, pupils could receive individualized attention. Each group had 40 minutes of instruction per day.

The Gilmore Oral Reading Test was administered individually to each compensatory pupil in September 1969 for purposes of diagnosis and placement and, as a pre-test, for establishing baseline data. A different form of the same test was administered in May 1970 as a post-test and for purposes of individual evaluations of progress.

Compensatory reading classes generally used the Language Experience approach to reading, described in the section on procedures (Section 1.7). Though the content around which this approach revolves can be any subject of interest to the class, it was observed that nature study was one of the predominant themes in compensatory classes and aroused considerable interest among pupils. Pupils in these classes took many field trips for the purpose of enlarging their background of experience, for promoting their acquaintance with places and things of which they would not ordinarly be aware, and for providing certain firsthand experiences common to the group which would form the subject-matter of class discussion, writing and reading.

The compensatory reading classrooms observed were attractive, with appealing books and interesting reading-centered activities and objects of all sorts. One compensatory classroom in particular was noted which had a continuing project of constructing larger-than-life African masks. The quality and workmanship of the masks seemed exceptional, but the learning value of this project -- and the reason for its being introduced -- consisted in the fact that pupils were required to read written descriptions and directions in order to construct the masks, and that, under the stimulus of an exceptionally interesting activity, they produced a greater than usual amount of creative writing, which was then used by the group for reading practice. Of equal importance with this more conspicuous project was the quality of the lessons in reading comprehension, and in phonics and structural analysis that were observed in this classroom.

Classroom Teachers. Vital to the schools remains, needless to say, the classroom teacher, who teaches a larger group throughout the school day than any of the specialist teachers, who has the responsibility, not for reading alone nor for mathematics alone, but for both of these and for all the other areas of instruction in addition, who plans and presents separate series of lessons daily for the subgroups in the classroom in reading and mathematics, and on whose shoulders falls the responsibility for understanding each child as an individual, helping him with his difficulties, both educational and emotional, and keeping the complex classroom machinery running as smoothly as possible.

Paraprofessionals. Worthwhile assistance was provided by paraprofessionals. One paraprofessional was assigned to each guiding teacher, school staff development specialist, and compensatory reading teacher. These aides were responsible for helping teachers prepare classroom materials, for clerical work, and for teaching children individually and in small groups in the presence of the certificated teacher.

The important role of the Title I kindergarten in linguistic and cognitive development and in smoothing the transition of young children from the home setting to that of the school was recognized in the assigning of one paraprofessional to each kindergarten teacher. The paraprofessional was, in some respects, an extension of the teacher who, besides helping with out-of-class duties, served the purpose of lowering the adult-pupil ratio and increasing opportunities for linguistic exchange, both guided and spontaneous, between adults and pupils in the kindergarten.

1.7 DESCRIPTION: PROCEDURES

The conduct of Title I classrooms was governed by the choice of teachers within the framework of the regulations of the School District and considerably influenced by the prevailing practices of the School District. Classrooms represented, on the whole, fairly usual patterns, modified and enriched by many creative techniques for bringing the content of education to disadvantaged children. One of the basic purposes of Title I was to enhance the quality of instruction in these classrooms through many different types of assistance and in-service to teachers.

Title I requirements in the nature of instructional procedures or methods were few, since the object of the Title I effort was the upgrading of pupils' achievement by strengthening the quality of instruction within the context of current theory and practices and focusing it more exactly on the needs of disadvantaged children, rather than by embarking on radically new experiments in education.*

Those procedures that were prescribed were the developing of innovative teaching strategies, the utilization of diagnosis and of remediation strategies for individual pupils, and the use of the Language Experience approach to reading as the primary method in compensatory classes.

Teaching Strategies. The teaching strategies which were in use are not easy to classify in terms of old-new or traditional-innovative, by reason of an inevitable shading of old into new. There is difficulty in fixing the mere time limits of "new" and "traditional" in the context of elementary instruction -- in deciding whether practices of ten years' standing are still innovative or whether those of less than 40 years' standing should be termed "traditional," or of how to view techniques restored to favor after some years of disuse which appear "new" in their present reincarnation. There is also difficulty in determining whether given techniques are essentially "traditional" practices restated, adapted, combined, or disguised in novel presentations, or whether the rearrangement, adaptation, and reinterpretation of time-honored procedures have departed from the imitative and been carried to the level of genuine creation.

Be that as it may, it would appear that the typical Title I classroom would be located somewhere in the middle ranges of an old-new or traditional-innovative continuum. Perhaps one would say that there is no conscious radical departure from standard instructional theory, but that there is a new look at the implications of instructional theory, particularly for disadvantaged children, together with extensive adaptation and combination of standard ideas and practices for the needs of Title I pupils. Many devices and modes of presentation were observed, developed by guiding teachers, by classroom teachers, or by both cooperatively, which exhibited considerable inventiveness. The same was true of techniques and devices observed in compensatory classrooms. Many books and materials in use are very new and attractive, many of them designed in terms of new knowledge of the learning process to convey important concepts and to respond to the interests of present-day children. Above all, one could say that there appears to be a flexible approach to teaching strategy, an accumulation of experience with the Title I task, and a gradual improvement taking place in the teaching of disadvantaged children in Title I schools, whether the garments in which it is clothed are viewed as old or new or something of both.

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*An exception to this statement would be the Reading Centers in two schools, described in Chapter 10 of this Report.

Title I Resource Materials. Useful mimeographed materials concerning the teaching of reading, for the information of teachers and for teachers' use for various classroom purposes, were prepared by the Title I resource staff. Although the activities of the resource staff will be described in the evaluation of the In-service component, the direct and valuable contribution that these materials could be expected to make to the effectiveness of classroom instruction should be reported here. These materials were for immediate use and were carefully adapted to the immediate, concrete needs of the Title I schools.

Diagnosis and Remediation. Observation indicated that teachers had improved noticeably during the year in ability to diagnose areas of weakness in children's reading. As a result, teachers became conscious of a need for upgrading their remediation techniques in areas corresponding to diagnosed weaknesses. Assistance with remediation was undertaken during the 1969-70 school year and it was felt that during the next school year it will be possible, starting from the base of increased knowledge of diagnosis on the part of teachers, to effect further shift of stress from diagnosis to techniques of remediation.

The diagnostic profiles kept for individual children were found to be helpful in planning remediation. However, a review of completed profiles showed that many pupils had initial deficiencies in most of the sub-areas of reading and that, though improvement had been noted overall as well as in many particular items at the end of the year, the contours of the profiles remained similar -- some continuing deficiency, though of lesser degree, spread over most of the sub-areas of reading.

The character of these profiles suggests a matter for further thought and interpretation. It seems to suggest that the nature of the problem is a general retardation in the educational process for disadvantaged children, rather than single, clear, specific deficiencies, varying for different children, that would present a series of sharply-drawn profiles. To a large extent, also, it reflects the interlocking nature of the reading process itself, in which deficiency in one area often causes deficiency in other areas and in which improvement in one area either causes, or is conditional upon, improvement in other areas. It may be recorded that these profiles had value, not the least of which was their function in increasing the awareness of teachers of the many-faceted nature of the reading process and the varying responses of children to its requirements.

Reading Methods. An attempt was made to identify the basic reading methods in use in Title I schools. This was based largely on interpretation of the results of the Survey of Teacher Opinion: Reading Series and

Materials conducted in May 1970. (A more detailed report on the findings of the study, with a tabulation of the responses made by teachers, will be found in Section 1.8.) In this survey, responses to items concerning the reading systems in use as the major element of the reading program during the school year 1969-70 showed 172 entries indicating use of a basal reader, 28 indicating use of the Sullivan programmed series, and two indicating use of the Language Experience method.

Distinctions among reading methods are, perhaps, sharpest in the beginning stages of reading, ordinarily the first, second, and third grades, but in view of the difficulties which disadvantaged children encounter in the reading process, this initial stage might be said to extend upwards into the intermediate grades in Title I schools.

The basal reader approach to beginning reading, used by the majority of teachers, is also referred to as the "meaning" approach. It begins with the "sight" method of teaching first grade pupils to recognize, by general configuration, a small vocabulary of high-frequency words, which also happen to be largely the basic Anglo-Saxon words, showing great irregularity in relationship of sound to symbol. This method stresses meaning and thought units rather than phonetic analysis of words, though, inevitably, limitations on meaning are imposed by the restricted range of the early vocabulary. Using this initial, and slowly growing, sight vocabulary, the pupil proceeds to finer discrimination of letters within words and the sounds the letters represent, a process that proceeds by analysis of larger wholes. Children who do not easily learn to read or who are poorly instructed in the primary grades are likely to get out of step with the course of instruction planned in a basal reader, with the result that their mastery of sound-symbol relationships is incomplete or non-existent.

According to the results of the survey, teachers appeared to be satisfied, by and large, with the basal reading series available to them. The basal reading series most in use were Bank Street and Open Highways, both having content that is said to be of greater interest to urban children than the content of the typical basal reader. These readers also have a simplified vocabulary for the benefit of disadvantaged learners.

This type of basal reader perhaps is advantageous at present in permitting Title I pupils to progress more easily in reading. At a later date, when upward movement in reading ability among Title I pupils reaches a certain point, the use of this type of reader should, possibly, be re-evaluated.

The Sullivan programmed reading system was used extensively in two Title I schools as the major approach to the teaching of reading, in combination with basal readers for supplementary work. It was also used in scattered classrooms throughout the project, either as the major element of the reading program, or as a supplement to it.

The Sullivan reading method is described by its publishers as a phonic-linguistic method. It begins with the relationship of symbol to sound and it trains children in the combining of sounds as represented in the alphabetic code into syllables and words, a synthetic process rather than the analytic procedure of the basal reader. The material is carefully graded and structured through a sequence of consumable programmed books until all the various means of representing the forty-odd sounds of English in writing have been presented. One disadvantage of the Sullivan method is that the materials for developing comprehension of larger units of reading matter are not sufficient, nor is it easy to find supplementary matter for class work in comprehension at certain stages of instruction because of the difficulty of finding material that is graded in the same order. Perhaps the most serious disadvantage in the present context is that some teachers seem to have difficulty in using this sytem successfully.*

The compensatory classes used chiefly the Language Experience approach to reading, which has been the practice in San Francisco compensatory classes for several years. Guiding teachers also made some use of it, and elements of it were observed in scattered classrooms.

Where the Sullivan method may be thought of as basically oriented towards the decoding of written symbols, one of the guiding principles of the Language Experience method may be thought of as the encoding of children's language by means of the Roman alphabet.

It emphasizes translation into the written code of children's own linguistic patterns, drawing its substance from pupils' interests and background of experience. The materials encoded by children, either individually or in cooperation with teacher and group, are then used for reading practice and as a point of departure for word analysis, vocabulary enrichment, and the like. It is thought that this method insures the suitability of reading material for any given group of children and gives the teacher an opportunity to build a bridge between the language patterns of home and school.

This approach stresses the integrated nature of all forms of verbal expression, oral and written. It recognizes the dependence of reading on oral language and the relationship of reciprocal reinforcement that exists between reading and writing. It admits of a variety of activities too numerous to list and evokes the motivational power of pride of authorship.

It is an ambitious and amorphous method, deceptively simple in appearance. In fact, an advanced degree of skill on the part of the teacher is required if children are to learn to read by this approach alone. However, in skillful hands, it appears to have advantages as an addition to

*Among the many possible reasons for this may be the somewhat different form of classroom organization required for reading lessons under this system. Another reason may be the highly individualized character of the system, which makes it difficult for a single teacher to keep up with pupils' progress and to keep their enthusiasm sufficiently within bounds to allow him to check that mastery is taking place.

the classroom developmental reading program. It also has the advantage that many of its elements can be used separately.

Apart from the Sullivan system, which is classified by its publishers as phonic-linguistic, there appeared to be only occasional and scattered use either of linguistic methods or of those phonic systems conceived as the chief basis of reading instruction. The same was true of systems involving simplified phonetic alphabets such as the Initial Teaching Alphabet.

1.8 SURVEY OF TEACHER OPINION: READING SERIES AND MATERIALS

A checklist concerning reading series and methods was distributed to all classroom teachers and specialist teachers in Title I schools in May 1970, for the purposes of identifying the reading series being used in the Title I schools during the 1969-70 school year and of obtaining teachers' opinions of the suitability for Title I schools of the reading texts and materials available to them. The number of checklists distributed was 331; the number returned was 250.

The list of reading series and approaches offered for evaluation by teachers was limited to those items known to be in use in Title I schools, with opportunities for teachers to write in, and express opinions of, any series not included in the list. Results of the survey are given on page 1-42.

Of the 250 teachers completing these checksheets, only 158 indicated the reading series in use as the basis of the reading program during 1969-70, while only 109 indicated the series used as a supplementary element of the program. The reason that 92 teachers did not state the nature of their basic reading program is not known. In the case of the 141 teachers who did not respond to the inquiry concerning supplementary material, it may be that some are using a combination of several minor elements, too tedious to list. This is not unusual. Since different texts are often used by different groups in the class and since it is not uncommon to use more than one supplementary series or method, some teachers indicated more than one choice under both "basic" and "supplementary." Results obtained on this checklist, therefore, should be interpreted with these facts in mind.

Item Nevertheless a definite picture emerges from the survey. In regard to
the series or system used as the major element of the reading program,
1- 5 172 entries indicated use of one of the basal* readers listed on the check-
6 list (the sum of lines 1-5); 28 indicated use of the Sullivan programmed
12-13 series; two indicated the Language Experience approach; ten indicated
11 materials created by the teacher; and 21 indicated some other published
materials. Of the materials listed under the heading "Other Published
Series," only seven were identifiable as complete reading series or other
systems that could ordinarily form the basis of a reading program. It
appears clear, then, that the great majority of teachers were using a basal
reading system, and that the basal reader series in use were confined almost
exclusively to those listed in the survey form. Of these basal readers, the
2 Bank Street series received by far the greatest number of indications of
1 usage (85), the Open Highways series the second greatest (49).

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*"Basal reader" is used in this section to refer to a particular method of teaching reading, a method embodied in many widely-used reader series. This method is described in the preceding section (Section 1.7).

"Basis" and "basic" in this section are used in the ordinary sense.

SURVEY OF TEACHER OPINION: READING SERIES AND MATERIALS*

SFUSD
ESEA Title I
May 1970

N = 250 ①

		AS THE BASIS OF READING PROGRAM				AS A SUPPLEMENT TO READING PROGRAM				Have used at some time - no opinion	Have never used - no opinion	USED IN 1969-70	
		Good	Fair	Poor	Useless	Good	Fair	Poor	Useless			② As basis of reading prog.	③ As supplement
1.	OPEN HIGHWAYS (Scott Foresman)	56	13	1	4	15	3	0	0	7	65	49	10
2.	BANK STREET (Macmillan)	99	28	2	1	28	7	0	0	4	22	85	15
3.	HARPER AND ROW	11	5	2	0	11	3	0	0	6	67	10	9
4.	GINN	34	28	8	1	22	17	6	0	19	26	23	18
5.	SHELDON (Allyn and Bacon)	9	13	6	0	13	7	6	0	11	51	5	10
	Total of Lines 1-5	209	87	19	6	89	37	12	0	47	231	172	62
6.	SULLIVAN PROGRAMMED READERS	49	21	10	4	41	24	4	0	11	32	28	37
7.	CHARLES MERRILL	0	0	0	0	5	2	1	0	4	77	0	3
8.	ROW PETERSON	0	2	0	0	4	3	0	0	5	78	0	3
9.	L. W. SINGER	1	2	0	0	4	3	0	0	2	79	0	3
10.	SOUNDS OF LANGUAGE (Holt Rinehart)	13	5	1	0	52	5	0	0	5	48	7	39
	Total of Lines 7-10	14	9	1	0	65	13	1	0	16	282	7	48
11.	OTHER PUBLISHED SERIES OR MATERIALS ④											21	40
12.	LANGUAGE EXPERIENCE	7	1	0	0	2	0	1	0	0	1	2	0
13.	MATERIALS CREATED BY TEACHER ⑤											10	13

*Notes on Survey of Teacher Opinion

① Teachers responding, by category:

Guiding Teachers	16
Compensatory Teachers	15
Classroom Teachers	213
No indication	6

② 92 teachers gave no indication of the reading series or system used as the basis of their reading program in 1969-70

③ 141 teachers gave no indication of the reading series or system used as supplementary elements of their reading program in 1969-70

④ 41 teachers listed one or more items under this heading, indicating their opinion of these items for use as the basis of the reading program

65 teachers listed one or more items under this heading, indicating their opinion of these items for use as supplements to the reading program

8 teachers listed one or more items under this heading but gave no opinion

⑤ 24 teachers listed one or more items under this heading, indicating their opinions of these items for use as the basis of the reading program

19 teachers listed one or more items under this heading, indicating their opinions of these items for use as supplements to the reading program

51 teachers listed one or more items under this heading but gave no opinion of their usefulness

Item

12 The low usage of the Language Experience approach is not easy to explain, since the compensatory teachers, of whom there are 14 under Title I, were understood to be using it to a considerable extent, and many were observed to be using some aspects of it.

7-10 The low usage of the *Sounds of Language* series (39) and the even lower usage of the Charles Merrill, Row Peterson, and L. W. Singer series (nine for all taken together) as supplementary elements, is rather unexpected, since these are designed as supplementary readers* and are generally so used. It is possible that they are on too difficult a reading level for the pupils. Further, all except the *Sounds* series require a working knowledge of the kingdoms, the creatures, and the mores of the worlds of the time-honored fairy tales and folk tales, a knowledge which disadvantaged children may not have.

11 The "Other Published Series" indications by 21 teachers, which included only seven entries that constitute complete reading series, leave fourteen indications that are not easy to understand. Among the 40 indications of "Other Published Series" as used on a supplementary basis, a very great variety of materials were listed, most of them of a minor, subsidiary nature. This is not uncommon for a supplementary program.

Since one object of this survey was to obtain teachers' opinions of as many series as they may have had experience with in teaching Title I children, teachers were not asked to limit their opinions to one series. Completed checklists, therefore, show opinions expressed of varying numbers of reading series or methods, from one to seven.

1- 5 However, the trend of the results is clear, namely that teachers considered the reading series in use in Title I schools generally satisfactory (i.e., either good or fair). There were 209 indications of basal reader series for the chief element of the reading program as good, 87 as fair, 19 as poor, and six as useless. For supplementary use, there were 89 indications of a basal series as good, 37 as fair, 12 as poor, and zero as useless.

The reader most widely used among respondents to the survey, the
2 *Bank Street* series, received 99 ratings of good, 28 of fair, two of poor,
and one of useless, on its merits as the main text for the reading program.
1 *Open Highways*, the second most extensively used, was given 56 ratings of
good, 13 of fair, one of poor, and four of useless as the major vehicle of
the reading program.

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*Concurrently with the major reading program in the classroom, it is usual to have a supplementary program; the texts referred to as supplementary readers are intended for this supplementary use. However, the supplementary program lends itself to considerable variation, such that a basal series other than the one in use for the main reading program, as well as other kinds of materials, are commonly used for supplementary purposes also.

Item

6 Opinions of the Sullivan programmed series as the major reading program seemed to be favorable on the part of those expressing them. There were 49 indications that it was good, 21 that it was fair, ten that it was poor, and four that it was useless. Opinions of it for supplementary use were also favorable--41 entries marked it good, 24 fair, four poor, and none useless, for this purpose.

7-10 Of the series intended for supplementary use, the one on which opinions were most frequently expressed was the Sounds of Language series, with 52 ratings of good, five of fair, and zero of poor or useless. Among supplementary readers, all series together, including the Sounds of Language series (the sum of lines 7-10), received 65 indications of good, thirteen of fair, one of poor, and zero of useless.

7-10 Of those expressing opinions of these series for use as the main element of the reading program -- a rather unusual situation -- the Sounds series again was the most frequently mentioned. It received thirteen ratings of good, five of fair, one of poor, and zero of useless. For all of these series together, considered as the basis of the reading program, including the Sounds series, fourteen entries considered them good, nine fair, one poor, and zero useless.

12 In the few opinions offered concerning the Language Experience approach, it received seven ratings of good, one of fair, and none of poor or useless as the basis of a reading program; and two as good, one as poor, and zero as fair or useless for a supplementary program.

1.9 QUESTIONNAIRE TO SIXTH GRADE PUPILS CONCERNING ORAL LANGUAGE

In an effort to assess the status in oral language of Title I pupils as perceived by themselves, a questionnaire was administered in April 1970 to all sixth grade pupils in nine Title I schools* and in the four receiving schools. Pupils were asked whether they understood, and were understood by, persons in three classifications: their friends, adults outside of school, and adults in school. Results of this survey are given on page 1-47.

The intent of the questionnaire was to seek pupils' perception of the quality of their verbal communication with their peers, the adults outside of school, and the teachers and administrators in school. However, a sixth grade population is typically eleven years old, hence rather limited in understanding as well as in reading ability. These circumstances governed the wording of questions and responses. It was expected that "friends" would be roughly coextensive in pupils' minds with "peers", or "classmates."

Of the four possible responses, "Almost always," "Pretty often," "Only sometimes," and "Never or almost never," the first two were regarded as positive. Results of this survey were tabulated under three headings: 1) Pupils in Nine Title I Schools, 2) Title I Pupils Bused to Four Receiving Schools, and 3) Pupils in Title I Receiving Schools Who Were Not Bused (i.e., the classmates of the Title I bused pupils).

Although the findings of this survey constitute but a fragment of a larger and more complex issue, the information they provide is worthwhile. They indicate that, in the consciousness of pupils in Title I schools, effectiveness of communication with school adults is approximately on the same level as communication with their friends, but that communication with school adults is easier than with adults not connected with the school.

To the first question, "Do your friends understand what you say?" 72 per cent of pupils in Title I schools made positive responses, while 78 per cent gave affirmative answers to the corresponding question, "Do you understand what your friends say?" The inquiry, "Do the grown-ups outside of school understand what you say?" elicited affirmative replies from 69 per cent, while its correlate, "Do you understand the grown-ups outside of school?" produced positive responses from 68 per cent of pupils. Finally, 74 per cent replied affirmatively to the question, "Do the grown-ups in school understand what you say?" while 77 per cent gave positive responses to the questions, "Do you understand what the grown-ups in school say to you?"

Title I pupils bused to receiving schools, many of whom are bilingual, from Spanish-speaking backgrounds, gave higher percentages of positive responses to all questions than pupils in Title I schools. Among bused pupils, 86 per cent indicated that their friends understood what they said, while 88 per cent understood what their friends said. At the same time, 71 per cent thought that non-school connected adults understood them, and that they understood these adults. However, 86 per cent considered that adults in school understood them, while 81 per cent understood the adults in school.

*The sixth grade pupils of the tenth school were bused to receiving schools.

SFUSD
ESEA, Title I
April 1970

QUESTIONNAIRE TO SIXTH GRADE PUPILS CONCERNING ORAL LANGUAGE

	Pupils in Nine Title I Schools*				Title I Pupils Bused to Four Receiving Schools				Non-bused Pupils in Three Receiving Schools			
	Almost Always	Pretty Often	Only Sometimes	Never or Almost Never	Almost Always	Pretty Often	Only Sometimes	Never or Almost Never	Almost Always	Pretty Often	Only Sometimes	Never or Almost Never
1. Do you think your friends understand what you say?	39%	33%	26%	2%	48%	38%	13%	1%	71%	23%	4%	1%
2. Do you think the grown-ups outside of school understand what you say?	32%	37%	26%	5%	45%	26%	25%	3%	58%	30%	11%	1%
3. Do you think the grown-ups in school understand what you say?	34%	40%	21%	5%	52%	34%	12%	2%	65%	21%	12%	2%
4. Do you understand what your friends say?	43%	35%	19%	3%	50%	38%	10%	2%	68%	31%	1%	0%
5. Do you understand what the grown-ups outside of school say to you?	32%	36%	26%	6%	38%	33%	25%	4%	55%	31%	13%	1%
6. Do you understand what the grown-ups in school say to you?	44%	33%	19%	4%	45%	36%	16%	3%	62%	31%	5%	2%
Number of Questionnaires Returned	605				106				142			

*All sixth grade pupils of the tenth Title I School are bused to the four receiving schools.

The patterns of response of pupils in Title I schools and of bused pupils offer interesting points of comparison. Unlike the children in Title I schools, the communication of bused pupils with their peers is better than with adults in both the school and non-school classifications, except that the same percentage of bused pupils consider that their friends understand them and that adults in school understand them. However, like the children in Title I schools, their verbal exchange with adults in school is markedly more satisfactory, in their own awareness, than with adults outside of school. It can be said that bused children had attained a higher level of linguistic capability than the children in Title I schools, but findings of this questionnaire do not permit the conclusion that this result can be ascribed solely to busing, since no factors other than busing were considered with regard to this group of children.

The percentage differences between pupils in Title I schools and Title I bused pupils ranged from two per cent to four per cent in the case of questions referring to verbal interchange with non-school-connected adults and children's understanding of school-connected adults (Questions 2,5, and 6). Wider differences -- ten per cent to fourteen per cent -- are evident in the responses referring to communication with peers and being understood by school-connected adults (Questions 1, 3, and 4).

Not too surprisingly, the non-bused children in the receiving schools returned the highest percentages of positive responses on this questionnaire. Of these pupils, 94 per cent believed that their peers understood them, while 99 per cent understood their peers. At the same time, 88 per cent thought that adults outside of school could understand them and 86 per cent thought that they could understand these adults. Finally 86 per cent considered that teachers understood them and 93 per cent understood teachers.

As with pupils in Title I schools and Title I bused pupils, a substantially larger percentage (93 per cent) of non-bused pupils understood school adults better than they understood adults not connected with the school (86 per cent). However, a slightly larger percentage considered that grown-ups outside of school understood them (88 per cent) better than grown-ups at school (86 per cent)--the reverse of the findings for the other two groups, which exhibited much larger percentages of children who believed that they were understood better at school than outside of school.

Percentage differences between pupils in Title I schools and non-bused receiving school pupils ranged from eleven per cent to 22 per cent. A range of zero per cent to seventeen per cent separates the responses of the bused children in receiving schools from the non-bused children.

Worthy of further attention is the finding that a larger number of pupils in Title I schools and of bused pupils (77 per cent and 81 per cent respectively) were able to understand adults in school than were able to understand adults outside of school (68 per cent and 71 per cent). Similarly, larger percentages of these pupils considered that they were understood by adults in school (74 per cent and 86 percent) than by adults outside of school (69 per cent and 71 per cent). Three possible ways of accounting for this come to mind. It may possibly indicate that the "standard" language of the school is a more certain means of communication than the "in-languages" of home and neighborhood. It may also reflect the limited

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volume of verbal interchange with adults outside of school compared to that which prevails intramurally, or even possibly suggest that these children are verbally more proficient than their elders. It could also be attributable to special efforts on the part of Title I teachers to maintain two-way communication with their pupils.

The language difficulties of Title I children have not been overcome and will not be resolved until a survey of this type reveals higher percentages of children who can answer "Almost always" to questions concerning communication with others. Yet the responses to this survey are encouraging: more than two-thirds of pupils in Title I schools responded affirmatively to all questions concerning their proficiency in the kind of language needed for day-to-day communication with their fellows and their elders. They are also encouraging by comparison with a question concerning daily verbal exchange in a survey of fifth graders in the 1968-69 school year in the Title I schools, in which many of the present sixth graders took part. In that year, the question, "Do you think others can understand what you say?" found 56 per cent of pupils responding either "Almost always" or "Often", while the equivalent responses in this year's survey ranged from 68 per cent to 78 per cent of pupils in Title I schools, and from 71 per cent to 88 per cent of Title I bused pupils.

1.10 STUDY OF A TITLE I CLASSROOM

One Title I classroom was selected for description, both to convey the flavor of a Title I school and to record one type of effort that is productive of results in this setting. This is by no means the only classroom of its kind in the ten ESEA schools, and the approach to teaching described here is just one among many possible approaches and combinations that lead to achievement on the part of pupils.

The school is in an area where the educational handicaps of the pupils and the pervading atmosphere of the neighborhood offer one of the sharpest challenges to the Title I objectives. Situated on the side of a bleak, wind-battered hill, isolated from the rest of the city, there are few sidewalks, few street lights, but a profusion of rocks and litter. The pupils of this school come from housing projects, some in need of repair,and some temporary structures in so advanced a stage of decay that they are slated for razing. It is not hard to imagine the level of deprivation prevailing in these surroundings or the effects of the poverty syndrome as it has been woven into the warp and weft of the lives of the children before they enter first grade.

The classroom in question is a first grade, with an enrollment of 20. Since the school is afflicted with a high rate of absenteeism, there are typically 15 or 16 children present in the room on any given day. None of the children in this class are assigned to special instructional programs.

The instructional strategy chosen for this year's class employs standard methods and newer approaches in a well-thought-out combination, consistently followed through, and adjusted to the pace and the present capacity of the pupils. The system of classroom control establishes a businesslike, yet psychologically comfortable atmosphere, setting predictable expectations in the matter of study and conduct, the while it nurtures the self-respect and values the individuality of each member of the class.

A guess at the thinking underlying the choices of organization, of objectives, and of teaching strategy in the classroom suggests a realistic, common-sensical look at the members of the class on the part of the teacher, and a logical choice of means by which they can best master that which will equip them for a worthwhile life. It also suggests a certain skepticism towards easy panaceas for the problems and needs of disadvantaged children--it suggests a belief that they are not essentially different from other children, that, with a teacher's solicitude and obvious adjustments in instructional strategy, they grow and learn in the same manner as other children.

One of the most noticeable elements of this classroom is the knowledge of method and the versatility in its application that are evident here. This creates the possibility of drawing on different approaches and systems in the making of a long-range instructional plan and is, needless to say, productive of learning on the part of the pupils.

In this year's class, for example, one reading group uses a basal reader. Two other groups use Sullivan programmed readers three days a week, with a basal reader and various supplementary materials on the other two days. In the language time-block, creative writing is emphasized, both for its own sake and for its usefulness to the reading program as a source of child-authored reading matter and as a reinforcement of reading instruction. Spelling, similarly, is explicity made to serve a dual purpose.

Audio-visual equipment and materials, similar to those furnished to other Title I schools, are in use as adjuncts to the teaching program. In the arithmetic program particularly, concrete materials and games are employed extensively. A large number of arithmetic games and materials are also available for free-time activities.

Another important feature of this room is the quality of classroom control, which permits each child to attend to his studies, to do the kind of work he can take pride in, and to grow in a warm and orderly milieu where his dignity is respected and his needs are taken into account. It is interesting to note the absence of wall charts furnishing instant analyses of each child's progress in arithmetic and spelling, as well as of his conduct. If one may guess at the thinking behind this conspicuous omission, it would appear to indicate a philosophy that asks of each child his own best efforts, without regard to his competitive standing among his fellows. It also seems to indicate an interpretation of the Title I goals of stimulating the desire to learn and promoting a sense of self-worth that rejects reinforcement of the negative and unfavorable publicity for the individual who fails to measure up.

The many intangibles that go into a teacher's personal impact on a class can be analyzed only after much more extensive study, and even then are apt to defy description. Two in this case, however, seem to be identifiable from surface observation: the teacher's evident belief that the children can learn and his determination that they shall learn.

It is worth reporting that the median grade placement score of the 19 children in this classroom taking the Cooperative Primary Test in early May 1970 was 1.8. For pupils tested in early May, this represents attainment of grade level and compares with the median of 1.6 for all Title I first grade pupils, who were also tested at this time. Grade placement score at the 75th percentile was 2.1, as compared to 1.9 for all Title I first grades. At the 25th percentile, pupils in this class recorded a grade equivalent score of 1.6, as against a score of 1.3 for all first grades in Title I schools.

If grade placement of 1.0 is taken as the starting point for first graders, the median gain for these pupils was .8 of a year in the eight months of instruction from early September to early May, or month-for-month growth at one of the grade levels where the difficulty of achieving this result is greatest.

Perhaps one might sum up by saying that the classroom represents, not revolutionary miracle-cures for the education of disadvantaged children, but the application of sound, generally-accepted teaching principles and practices, in guises both old and new. These are adjusted to observed, rather than imagined, needs of the children, and applied with understanding, creativity, and persistence, guided by a view of the pupils as children rather than as members of ethnic groups -- a process unglamorous in everything but the final result and quite evidently the product of serious, goal-centered thinking. There is increasing insistence in the educational literature that disadvantaged children need most from their schools, not the lowering of expectations, nor the evading of the fundamental educational challenge through diffuse or bizarre programs, but high-quality instruction directed towards development of basic skills, of knowledge, and of thinking capacity, which are the indispensable means of their being able to seize such possibilities as the twentieth century will open to them.

AUTUMN

In Autumn, leaves fall all over;
Then you jump in and over.
Sometimes it rains,
Sometimes it's sunny,
Then it is funny.

Daniel Martinez
Sixth Grade

BASEBALL

Baseball season is here again.
Here comes Mays and his friends;
Now and then they hit a run,
Even if they're playing in the sun.
When Bobby Bonds hits a ball;
The other team fits and bawls,
But it doesn't do them any good,
Because they're playing the way they should.
If the other team hits a run,
The Giants will hit another one.

Mark Camacho
Sixth Grade

TABLE 1.3.2 APPENDIX TO CHAPTER 1

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

High Second Grade at time of entry into compensatory class
2.5 "at grade" reading level
N=159

1. Current "at Grade" Reading Level	2.9	3.4	3.9	4.4	4.9	5.4	5.9
2. Semesters in Compensatory Class	1	2	3	4	5	6	7
3. Number of Pupils	89	30	17	9	5	6	3
4. Reading level at entry into compensatory class	1.6	1.5	1.6	1.5	1.4	1.5	1.5
5. Growth rate per school year prior to entry	.6	.6	.6	.6	.6	.6	.6
6. Reading level at latest testing (June 1969)	2.4	2.3	3.0	4.0	3.6	4.4	5.4
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0	2.5	3.0	3.5
8. Increase in reading level while in compensatory class	.8	.8	1.4	2.5	2.2	2.9	3.9
9. Growth rate per school year while in compensatory class	1.6	.8	.9	1.3	.9	1.0	1.1
10. Beginning status in relation to "at grade" reading level	-.9	-1.0	-.9	-1.0	-1.1	-1.0	-1.0
11. Ending status in relation to "at grade" reading level	-.5	-1.1	-.9	-.4	-1.3	-1.0	-.5
12. Difference in status in relation to "at grade" reading level	+.4	-.1	.0	+.6	-.2	.0	+.5

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.3

STUDY OF INCREASE IN READING LEVEL OF ELEMENTATY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

Low Third Grade at time of entry into compensatory class
3.0 "at grade" reading level
N=172

1. Current "at grade" Reading Level	3.4	3.9	4.4	4.9	5.4	5.9	6.4
2. Semesters in Compensatory Class	1	2	3	4	5	6	7
3. Number of Pupils	31	81	10	25	9	5	11
4. Reading level at entry into compensatory class	1.9	2.0	1.8	2.0	1.9	2.0	1.8
5. Growth rate per school year prior to entry	.6	.7	.6	.7	.6	.7	.6
6. Reading level at latest testing (June 1969)	2.8	3.1	4.0	4.2	4.7	4.6	4.8
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0	2.5	3.0	3.5
8. Increase in reading level while in compensatory class	.9	1.1	2.2	2.2	2.8	2.6	3.0
9. Growth rate per school year while in compensatory class	1.8	1.1	1.5	1.1	1.1	0.9	0.9
10. Beginning status in relation to "at grade" reading level	-1.1	-1.0	-1.2	-1.0	-1.1	-1.0	-1.2
11. Ending status in relation to "at grade" reading level	-.6	-.8	-.4	-.7	-.7	-1.3	-1.6
12. Difference in status in relation to "at grade" reading level	+.5	+.2	+.8	+.3	+.4	-.3	-.4

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.4

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

High Third Grade at time of entry into compensatory class
3.5 "at grade" reading level
N=158

1. Current "at Grade" Reading Level	3.9	4.4	4.9	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4	5	6	7
3. Number of Pupils	60	23	28	24	8	5	10
4. Reading level at entry into compensatory class	2.2	2.0	2.1	2.0	2.4	1.7	2.2
5. Growth rate per school year prior to entry	.6	.6	.6	.6	.7	.5	.6
6. Reading level at latest testing (June 1969)	2.8	3.1	3.7	4.0	4.5	4.2	5.1
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0	2.5	3.0	3.5
8. Increase in reading level while in compensatory class	.6	1.1	1.6	2.0	2.1	2.5	2.9
9. Growth rate per school year while in compensatory class	1.2	1.1	1.1	1.0	1.2	1.2	1.2
10. Beginning status in relation to "at grade" reading level	-1.3	-1.5	-1.4	-1.5	-1.1	-2.9	-1.3
11. Ending status in relation to "at grade" reading level	-1.1	-1.3	-1.2	-1.4	-1.4	-2.2	-1.8
12. Difference in status in relation to "at grade" reading level	+.2	+.2	+.2	+.1	-.3	+.7	-.5

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.5

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

Low Fourth Grade at time of entry into compensatory class
4.0 "at grade" reading level
N=183

1. Current "at Grade" Reading Level	4.4	4.9	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4	5	6
3. Number of Pupils	40	51	24	39	11	18
4. Reading level at entry into compensatory class	2.4	2.3	2.6	2.4	1.8	2.1
5. Growth rate per school year prior to entry	.6	.6	.7	.6	.5	.5
6. Reading level at latest testing (June 1969)	3.0	3.6	4.9	4.5	3.8	4.7
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0	2.5	3.0
8. Increase in reading level while in compensatory class	.6	1.3	2.3	2.1	2.0	2.6
9. Growth rate per school year while in compensatory class	1.2	1.3	1.5	1.1	.8	.9
10. Beginning status in relation to "at grade" reading level	1.6	1.7	1.4	1.6	2.2	1.9
11. Ending status in relation to "at grade" reading level	-1.4	-1.3	- .5	-1.4	-2.6	-2.2
12. Difference in status in relation to "at grade" reading level	+ .2	+ .4	+ .9	+ .2	- .4	- .3

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.6

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

High Fourth Grade at time of entry into compensatory class
4.5 "at grade" reading level
N=131

1. Current "at Grade" Reading Level	4.9	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4	5
3. Number of Pupils	51	38	17	15	10
4. Reading level at entry into compensatory class	3.2	2.7	2.6	2.5	3.1
5. Growth rate per school year prior to entry	.7	.6	.6	.6	.7
6. Reading level at latest testing (June 1969)	4.1	4.0	4.5	4.5	5.9
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0	2.5
8. Increase in reading level while in compensatory class	.9	1.3	1.9	2.0	2.8
9. Growth rate per school year while in compensatory class	1.8	1.3	1.3	1.0	1.1
10. Beginning status in relation to "at grade" reading level	-1.3	-1.8	-1.9	-2.0	-1.4
11. Ending status in relation to "at grade" reading level	- .8	-1.4	-1.4	-1.9	-1.0
12. Difference in status in relation to "at grade" reading level	+ .5	+ .4	+ .5	+ .1	+ .4

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.7

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

Low Fifth Grade at time of entry into compensatory class
5.0 "at grade" reading level
N=165

1.	Current "at Grade" Reading Level	5.4	5.9	6.4	6.9
2.	Semesters in Compensatory Class	1	2	3	4
3.	Number of Pupils	36	83	20	26
4.	Reading level at entry into compensatory class	2.9	2.9	3.2	2.4
5.	Growth rate per school year prior to entry	.6	.6	.6	.5
6.	Reading level at latest testing (June 1969)	3.7	4.1	5.0	4.5
7.	Total school years spent in compensatory class	.5	1.0	1.5	2.0
8.	Increase in reading level while in compensatory class	.8	1.2	1.8	2.1
9.	Growth rate per school year while in compensatory class	1.6	1.2	1.2	1.0
10.	Beginning status in relation to "at grade" reading level	-2.1	-2.1	-1.8	-2.6
11.	Ending status in relation to "at grade" reading level	-1.7	-1.8	-1.4	-2.4
12.	Difference in status in relation to "at grade" reading level	+ .4	+ .3	+ .4	+ .2

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.8

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

High Fifth Grade at time of entry into compensatory class
5.5 "at grade" reading level
N=110

1. Current "at Grade" Reading Level	5.9	6.4	6.9	7.4
2. Semesters in Compensatory Class	1	2	3	4
3. Numbers of Pupils	43	39	24	4
4. Reading level at entry into compensatory class	3.5	3.3	2.6	2.4
5. Growth rate per school year prior to entry	.6	.6	.5	.4
6. Reading level at latest testing (June 1969)	4.1	4.1	4.2	4.7
7. Total school years spent in compensatory class	.5	1.0	1.5	2.0
8. Increase in reading level while in compensatory class	.6	.8	1.6	2.3
9. Growth rate per school year while in compensatory class	1.2	.8	1.1	1.2
10. Beginning status in relation to "at grade" reading level	-2.0	-2.2	-2.9	-3.1
11. Ending status in relation to "at grade" reading level	-1.8	-2.3	-2.7	-2.7
12. Difference in status in relation to "at grade" reading level	+ .2	- .1	+ .2	+ .4

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE 1.3.9

STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

SEPTEMBER 1966 THROUGH JUNE 1969

Low Sixth Grade at time of entry into comepnsatory class
6.0 "at grade" reading level
N=73

1. Current "at Grade" Reading Level	6.4	6.9
2. Semesters in Compensatory Class	1	2
3. Number of Pupils	24	49
4. Reading level at entry into compensatory class	3.7	4.0
5. Growth rate per school year prior to entry	.6	.7
6. Reading level at latest testing (June 1969)	4.5	5.3
7. Total school years spent in compensatory class	.5	1.0
8. Increase in reading level while in compensatory class	.8	1.3
9. Growth rate per school year while in compensatory class	1.6	1.3
10. Beginning status in relation to "at grade" reading level	-2.3	-2.0
11. Ending status in relation to "at grade" reading level	-1.9	-1.6
12. Difference in status in relation to "at grade" reading level	+ .4	+ .4

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. Current "at grade" reading level minus reading level at latest testing.

TABLE: 1.4.1 SECOND GRADE STATUS IN TOTAL READING FOR FALL 1969 FOURTH GRADE ESEA TITLE I READING PARTICIPANTS ENROLLED IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Primary II, Form W
Grade: Second (2.8)
Total: 132 Pupils
Date: May, 1968

Total Read. G.P.	No. of Pupils by Semesters of Participation			Total Number	Per Cent	Cumulative Per Cent
	1	2	3			
4.5+						
4.4						
4.3						
4.2						
4.1						
4.0						
3.9						
3.8						
3.7						
3.6						
3.5						
3.4		1		1	.7	.7
3.3						
3.2						
3.1	1			1	.7	1.4
3.0	1			1	.7	2.1
2.9						
2.8#		1		1	.7	2.8
2.7	2			2	1.5	4.3
2.6	3	2		5	3.8	8.1
2.5	1	2		3	2.3	10.4
2.4	1	2		3	2.3	12.7
2.3	2			2	1.5	14.2
2.2		1		1	.7	14.9
2.1	2	2		4	3.0	17.9
2.0	1	3		4	3.0	20.9
1.9	7	16	1	24	18.3	39.2
1.8	5	19	3	27	20.6	59.8
1.7	7	11	6	24	18.3	78.1
1.6	2	9	1	12	9.1	87.2
1.5	1	4	4	9	6.8	94.0
1.4	1	1		2	1.5	95.5
1.3			2	2	1.5	97.0
1.2	1			1	.7	97.7
1.1	2	1		3	2.3	100.0
1.0						
Number	40	75	17	132		
%iles						
75th	2.3	1.9	1.7	1.9		
50th	1.9	1.8	1.7	1.8		
25th	1.7	1.7	1.5	1.7		

#Grade Placement at Time of Testing

TABLE: 1.4.2 THIRD GRADE STATUS IN TOTAL READING FOR FALL 1969 FOURTH GRADE ESEA TITLE I COMPENSATORY READING PARTICIPANTS ENROLLED IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Primary II, Form X
Grade: Third (3.8)
Total: 132 Pupils
Date: May, 1969

Total Read. G.P.	No. of Pupils by Semesters of Participation 1	2	3	Total Number	Per Cent	Cumulative Per Cent
4.5+						
4.4						
4.3		1		1	.7	.7
4.2						
4.1						
4.0	1			1	.7	1.4
3.9						
3.8#	1			1	.7	2.1
3.7						
3.6	2			2	1.5	3.6
3.5		1		1	.7	4.3
3.4	1	1		2	1.5	5.8
3.3	1			1	.7	6.5
3.2	1	1		2	1.5	8.0
3.1	6	1		7	5.3	13.3
3.0	2	4		6	4.6	17.9
2.9	4	2	1	7	5.3	23.2
2.8		6		6	4.6	27.8
2.7	1	9		10	7.6	35.4
2.6	5	9		14	10.6	46.0
2.5	2	6	4	12	9.1	55.1
2.4	1	4		5	3.8	58.9
2.3	2	1	2	5	3.8	62.7
2.2	1	2		3	2.3	65.0
2.1	1	6	1	8	6.1	71.1
2.0		5	4	9	6.8	77.9
1.9	2	3	3	8	6.1	84.0
1.8	3	7		10	7.6	91.6
1.7	3	2	1	6	4.6	96.2
1.6-		4	1	5	3.8	100.0
Number	40	75	17	132		
%iles						
75th	3.1	2.7	2.5	2.8		
50th	2.7	2.5	2.0	2.5		
25th	2.3	2.0	1.9	2.0		

#Grade Placement at Time of Testing

TABLE: 1.4.3 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN SECOND GRADE (MAY, 1968) AND THIRD GRADE (MAY, 1969) FOR FALL 1969 FOURTH GRADE ESEA TITLE I READING PARTICIPANTS

Tests: Stanford Reading Test, Primary II, Form W (Second Grade); Primary II, Form X, (Third Grade)

Actual Change: Grade 3 Test G.P. - Grade 2 Test G.P.

Adjusted Change: $\frac{\text{Grade 2 Actual G.P.}}{\text{Grade 2 Test G.P.}}$ (Grade 3 Test G.P. - Grade 2 Test G.P.)

Score Change (G.E.)	No. of Pupils by Semesters of Participation 1 Sem. Act.	Adj.	2 Sem. Act.	Adj.	3 Sem. Act.	Adj.	Total Number Act.	Adj.	Cumulative Per Cent Act.	Adj.
+2.5+		3		1		1		5		3.8
+2.4		3		2		1		6		8.4
+2.3				1				1		9.1
+2.2										
+2.1		1		1				2		10.6
+2.0		2		1		2		5		14.4
+1.9				1				1		15.1
+1.8		1		1				4		18.1
+1.7				2				2		19.6
+1.6			1	2			1	2	.7	21.1
+1.5	3	4		3			3	7	3.0	26.4
+1.4	1		2	3			3	3	5.3	28.7
+1.3	1	1	2	3		3	3	7	7.6	34.0
+1.2	3	3	1	8	2		6	11	12.2	42.4
+1.1	3	2	3	3	1		7	5	17.5	46.2
+1.0#	3	2	4	3		1	7	6	22.8	50.8
+0.9	3	2	6	1		3	9	6	29.6	55.4
+0.8	4	3	9	1	2	1	15	5	40.8	59.2
+0.7	3	1	5	4	1	1	9	6	47.6	63.8
+0.6	2	1	7		3		12	1	56.7	64.5
+0.5	2		1	5	2		5	5	60.5	68.3
+0.4	3	3	5	8	2	3	10	14	68.1	78.9
+0.3		1	5	4		1	5	6	71.9	83.5
+0.2	2	1	8	4	4		14	5	82.5	87.3
+0.1	2	1	5				7	1	87.8	88.0
0.0	3	3	3	3			6	6	92.4	92.6
-0.1	2		8				10		100.0	
-0.2				4				4		95.6
-0.3		1						1		96.3
-0.4		1		3				4		99.3
-0.5				1				1		100.0
Number	40	40	75	75	17	17	132	132		
75th%ile	1.1	1.8	0.9	1.4	0.8	1.3	0.9	1.5		
50th%ile	0.8	1.1	0.6	0.9	0.6	0.9	0.6	1.0		
25th%ile	0.4	0.4	0.2	0.3	0.2	0.4	0.2	0.4		

#Time Interval Between Testing Period

TABLE: 1.4.4 SECOND AND THIRD GRADE STATUS IN TOTAL READING FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS RECEIVING GUIDING TEACHER AND OTHER ESEA TITLE I SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form W	Stanford Reading Test, Primary II, Form X
Grade:	Second (2.8)	Third (3.8)
Total:	182 Pupils	182 Pupils
Dates:	May, 1968	May, 1969

Total Read. (G.P.)	Second Grade May, 1968 No. of Pupils	Per Cent	Cumulat. Per Cent	Third Grade May, 1969 No. of Pupils	Per Cent	Cumulat. Per Cent
5.5						
5.4						
5.3						
5.2						
5.1				2	1.1	1.1
5.0				2	1.1	2.2
4.9						
4.8				1	.6	2.8
4.7				2	1.1	3.9
4.6						
4.5				1	.6	4.5
4.4						
4.3				1	.6	5.1
4.2						
4.1				1	.6	5.7
4.0				2	1.1	6.8
3.9				2	1.1	7.9
3.8				7	3.9	11.8
3.7	3	1.6	1.6	8	4.4	16.2
3.6	1	.6	2.2	4	2.1	18.3
3.5	3	1.6	3.8	6	3.3	21.6
3.4				7	3.9	25.5
3.3	5	2.8	6.6	6	3.3	28.8
3.2	2	1.1	7.7	9	5.0	33.8
3.1	3	1.6	9.3	9	5.0	38.8
3.0	7	3.9	13.2	5	2.8	41.6
2.9	2	1.1	14.3	9	5.0	46.6
2.8	9	5.0	19.3	9	5.0	51.6
2.7	10	5.5	24.8	12	6.5	58.1
2.6	8	4.4	29.2	11	5.9	64.0
2.5	10	5.5	34.7	6	3.3	67.3
2.4	7	3.9	38.6	5	2.8	70.1
2.3	7	3.9	42.5	2	1.1	71.2
2.2	10	5.5	48.0	6	3.3	74.5
2.1	6	3.3	51.3	6	3.3	77.8
2.0	6	3.3	54.6	7	3.9	81.7
1.9	25	13.6	68.2	8	4.4	86.1
1.8	22	12.1	80.3	15	8.2	94.3
1.7	21	11.5	91.8	8	4.4	98.7
1.6-	15	8.2	100.0	3	1.6	100.3
Number	182			182		
%iles						
75th	2.6			3.4		
50th	2.1			2.8		
25th	1.8			2.1		

TABLE: 1.4.5 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN SECOND GRADE (MAY 1968) AND THIRD GRADE (MAY 1969) FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS RECEIVING GUIDING TEACHER AND OTHER ESEA TITLE I SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W (Grade 2); and Primary II, Form X (Grade 3)

Actual Change: Grade 3 Test G.P. - Grade 2 Test G.P.

Adjusted Change: $\frac{\text{Grade 2 Actual G.P.}}{\text{Grade 2 Test G.P.}}$ (Grade 3 Test G.P. - Grade 2 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 2 and 3					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+				1	.5	.5
+2.9						
+2.8				1	.5	1.0
+2.7						
+2.6				2	1.1	2.1
+2.5						
+2.4				1	.5	2.6
+2.3				2	1.1	3.7
+2.2				1	.5	4.2
+2.1				4	2.2	6.4
+2.0	2	1.1	1.1	1	.5	6.9
+1.9						
+1.8	3	1.6	2.7	2	1.1	8.0
+1.7	1	.5	3.2	3	1.6	9.6
+1.6				6	3.3	12.9
+1.5	1	.5	3.7	3	1.6	14.5
+1.4	5	2.8	6.5	6	3.3	17.8
+1.3	6	3.3	9.8	4	2.2	20.0
+1.2	6	3.3	13.1	12	6.6	26.6
+1.1	9	5.0	18.1	8	4.4	31.0
+1.0#	8	4.4	22.5	15	8.3	39.3
+0.9	8	4.4	26.9	9	5.0	44.3
+0.8	17	9.3	36.2	10	5.5	49.8
+0.7	20	11.0	47.2	14	7.7	57.5
+0.6	12	6.6	53.8	7	3.9	61.4
+0.5	9	5.0	58.8	10	5.5	66.9
+0.4	16	8.8	67.6	16	8.9	75.8
+0.3	12	6.6	74.2	8	4.4	80.2
+0.2	13	7.1	81.3	8	4.4	84.6
+0.1	8	4.4	85.7	2	1.1	85.7
0.0	11	6.1	91.8	11	6.2	91.9
-0.1	6	3.3	95.1	1	.5	92.4
-0.2	4	2.2	97.3	6	3.3	95.7
-0.3	1	.5	97.8	3	1.6	97.3
-0.4	4	2.2	100.0			
-0.5				1	.5	97.8
-0.6				4	2.2	100.0
Number	182			182		
%iles						
75th	0.9			1.2		
50th	0.6			0.8		
25th	0.2			0.3		

#Time Interval Between Testing Periods

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TABLE: 1.4.6 SECOND AND THIRD GRADE STATUS ON TOTAL READING FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS RECEIVING COMPENSATORY READING, GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form W	Stanford Reading Test, Primary II, Form X
Grades:	Second (2.8)	Third (3.8)
Total;	314 Pupils	314 Pupils
Dates:	May, 1968	May, 1969

Total Read. G.P.	Second Grade May, 1968 No. of Pupils	Per Cent	Cumulat. Per Cent	Third Grade May, 1969 Pupils	Cent	Cumulat. Per Cent
5.5						
5.4						
5.3						
5.2						
5.1				2	.6	.6
5.0				2	.6	1.2
4.9						
4.8				1	.3	1.5
4.7				2	.6	2.1
4.6						
4.5				1	.3	2.4
4.4						
4.3				2	.6	3.0
4.2						
4.1				1	.3	3.3
4.0				3	.9	4.2
3.9				2	.6	4.8
3.8				8	2.5	7.3
3.7	3	.9	.9	8	2.5	9.8
3.6	1	.3	1.2	6	1.9	11.7
3.5	3	.9	2.1	7	2.2	13.9
3.4	1	.3	2.4	9	2.9	16.8
3.3	5	1.6	4.0	7	2.2	19.0
3.2	2	.6	4.6	11	3.5	22.5
3.1	4	1.3	5.9	16	5.1	27.6
3.0	8	2.5	8.4	11	3.5	31.1
2.9	2	.6	9.0	16	5.1	36.2
2.8	10	3.2	12.2	15	4.8	41.0
2.7	11	3.5	15.7	22	7.1	48.1
2.6	13	4.2	19.9	25	8.0	56.1
2.5	13	4.2	24.1	18	5.9	62.0
2.4	10	3.2	27.3	10	3.2	65.2
2.3	9	2.9	30.2	7	2.2	67.4
2.2	11	3.5	33.7	10	3.2	70.6
2.1	10	3.2	36.9	14	4.5	75.1
2.0	10	3.2	40.1	15	4.8	79.9
1.9	49	15.6	55.7	16	5.1	85.0
1.8	49	15.6	71.3	25	8.0	93.0
1.7	45	14.4	85.7	14	4.5	97.5
1.6	16	5.1	90.8	7	2.2	99.7
1.5	13	4.2	95.0	1	.3	100.0
1.4	2	.6	95.6			
1.3	3	.9	96.5			
1.2	4	1.3	97.8			
1.1	7	2.2	100.0			
1.0						
Number	314			314		
%iles						
75th	2.5			3.1		
50th	1.9			2.6		
25th	1.7			2.1		

TABLE: 1.4.7 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN SECOND GRADE (MAY 1968) AND THIRD GRADE (MAY 1969) FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS RECEIVING GUIDING TEACHER, COMPENSATORY READING AND OTHER SERVICES IN SEVEN INTENSIVE SERVICE ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W (Second Grade); and Primary II, Form Y (Third Grade)

Actual Change: Grade 3 Test G.P. - Grade 2 Test G.P.

Adjusted Change: $\frac{\text{Grade 2 Actual G.P.}}{\text{Grade 2 Test G.P.}}$ (Grade 3 Test G.P. - Grade 2 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 2 and 3					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+				1	.3	.3
+2.9						
+2.8				1	.3	.6
+2.7						
+2.6				2	.6	1.2
+2.5				5	1.6	2.8
+2.4				7	2.2	5.0
+2.3				3	.9	5.9
+2.2				1	.3	6.2
+2.1				6	1.9	8.1
+2.0	2	.6	.6	6	1.9	10.0
+1.9				1	.3	10.3
+1.8	3	.9	1.5	6	1.9	12.2
+1.7	1	.3	1.8	5	1.6	13.8
+1.6	1	.3	2.1	8	2.5	16.3
+1.5	4	1.3	3.4	10	3.2	19.5
+1.4	8	2.5	5.9	9	2.9	22.4
+1.3	9	2.9	8.8	11	3.5	25.9
+1.2	12	3.8	12.6	23	7.4	33.3
+1.1	16	5.1	17.7	13	4.2	37.5
+1.0#	15	4.8	22.5	21	6.7	44.2
+0.9	17	5.4	27.9	15	4.8	49.0
+0.8	32	10.2	38.1	15	4.8	53.8
+0.7	29	9.2	47.3	20	6.4	60.2
+0.6	24	7.7	55.0	8	2.5	62.7
+0.5	14	4.5	59.5	15	4.8	67.5
+0.4	26	3.8	67.8	30	9.5	77.0
+0.3	17	5.4	73.2	14	4.5	81.5
+0.2	27	8.6	81.8	13	4.2	85.7
+0.1	15	4.8	86.6	3	.9	86.6
0.0	17	5.4	92.0	17	5.4	92.0
-0.1	16	5.1	97.1	1	.3	92.3
-0.2	4	1.3	98.4	10	3.2	95.5
-0.3	1	.3	98.7	4	1.3	96.8
-0.4	4	1.3	100.0	4	1.3	98.1
-0.5				6	1.9	100.0
Number	314			314		
%iles						
75th	0.9			1.3		
50th	0.6			0.8		
25th	0.2			0.4		

#Time Interval Between Testing Periods

TABLE: 1.4.8 READING STATUS AT THE END OF FOURTH GRADE FOR FALL 1969 ESEA TITLE I COMPENSATORY READING PARTICIPANTS ENROLLED IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate I, Form /
Grade: Fourth Grade (4.8)
Total: 113
Date: May, 1970

Total Read. G.P.	No. of Pupils by Semesters of Participation 1	2	3	4	5	Total Number	Per Cent	Cumulative Per Cent
5.5+	1					1	.9	.9
5.4	1	1				2	1.8	2.7
5.3								
5.2								
5.1								
5.0		1		1		2	1.8	4.5
4.9								
4.8#								
4.7		1		2		3	2.7	7.2
4.6	1					1	.9	8.1
4.5	1		1			2	1.8	9.9
4.4	1	1				2	1.8	11.7
4.3	2	5		1		8	7.1	18.8
4.2		2				2	1.8	20.6
4.1		2				2	1.8	22.4
4.0	1	1				2	1.8	24.2
3.9	1					1	.9	25.1
3.8		1				1	.9	26.0
3.7		2	1	2		5	4.4	30.4
3.6		1				1	.9	31.3
3.5		2				2	1.8	33.1
3.4	1	6		1		8	7.1	40.2
3.3	1	3	1	2		7	6.2	46.4
3.2	3	2	2	2		9	7.8	54.2
3.1		3	1	4	1	9	7.8	62.0
3.0	1	3	1	2	1	8	7.1	69.1
2.9	3	1	2	7		13	11.4	80.5
2.8	1	1		2	3	7	6.2	86.7
2.7	1	1				2	1.8	88.5
2.6	1	1		3	1	6	5.3	93.8
2.5								
2.4	1	2		1		4	3.5	97.3
2.3		1		1	1	3	2.7	100.0
2.2								
Number	22	44	9	31	7	113		
%iles								
75th	4.3	4.2	3.3	3.3	3.0	3.8		
50th	3.3	3.4	3.2	3.0	2.8	3.2		
25th	2.9	3.1	2.9	2.9	2.6	2.9		

#Grade Placement at Time of Testing

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TABLE: 1.4.9 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY, 1969) AND FOURTH GRADE (MAY, 1970) FOR FALL 1969 FOURTH GRADE ESEA TITLE I COMPENSATORY READING PARTICIPANTS

Tests: Stanford Reading Test, Primary II, Form X (Third Grade) and Intermediate I, Form W (Fourth Grade)

Actual Change: Grade 4 Test G.P. - Grade 3 Test G.P.

Adjusted Change: $\frac{\text{Grade 3 Actual G.P.}}{\text{Grade 3 Test G.P.}}$ (Grade 4 Test G.P. - Grade 3 Test G.P.)

Score Change (G.E.)	1		2		3		4		5		Total Number		Cumulative Per Cent	
	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.
+3.5		2		3				1				6		5.3
+3.4				1								1		6.2
+3.3								2				2		8.0
+3.2														
+3.1			1								1		.9	
+3.0				2			1				1	2	1.8	9.8
+2.9				1								1		10.7
+2.8														
+2.7	1	1		1							1	2	2.7	12.5
+2.6		1				1		1				3		15.2
+2.5								2				2		17.0
+2.4								2		1		3		19.7
+2.3			1	2		1	1				2	3	4.5	22.4
+2.2			1							1	1	1	5.4	23.3
+2.1		1										1		24.2
+2.0		1		3		1		2				7		30.4
+1.9			1	2			1				2	2	7.2	32.2
+1.8	1	1	1		1			4			3	5	9.9	36.6
+1.7	1	1		1		1					1	3	10.8	39.3
+1.6			2	2				1		1	2	4	12.6	42.8
+1.5		1	1	3			1				2	4	14.4	46.3
+1.4	2	1	2	2			2	1			6	4	19.7	49.8
+1.3		1	3	4							3	5	22.4	54.2
+1.2	2	2	3	1	1	1	3		1	1	10	5	31.3	58.6
+1.1		3	3	2		1	5		1		9	6	39.1	63.9
+1.0#	4	1	4	1	1			1			9	3	46.9	66.6
+0.9	1	1	2	2	1		2	3			6	6	52.2	71.9
+0.8	2		3		1			1	1	1	7	2	58.4	73.7
+0.7	1		4	4	1		1	1			7	5	64.6	78.1
+0.6	2	1	1			1	1	2	1		5	4	69.0	81.6
+0.5	1	1	4	2	1	1	3	2	1		10	6	77.9	86.9
+0.4	1		2	1			3				6	1	83.2	87.8
+0.3	1		1		1	1	2	1			5	2	87.6	89.6
+0.2					1		1	2		1	2	3	89.4	92.3
+0.1							2		1		3		92.1	
0.0			2	2			1	1	1	1	4	4	95.6	95.8
-0.1														
-0.2			1				1				2		97.4	
-0.3	1		1	1				1			2	2	99.2	97.6
-0.4	1	1									1	1	100.1	98.5
-0.5		1		1								2		100.3
-0.6														
-0.7														
Number	22	22	44	44	9	9	31	31	7	7	113	113	#Time Interval Between Testing Periods	
%iles														
75th	1.2	2.0	1.3	2.0	1.0	2.0	1.2	2.4	1.1	2.2	1.2	2.0		
50th	1.0	1.3	1.0	1.4	0.8	1.2	0.9	1.4	0.6	1.2	0.9	1.3		
25th	0.6	1.0	0.6	0.9	0.3	0.5	0.4	0.6	0.1	0.2	0.5	0.7		

TABLE: 1.4.10 READING STATUS AT THE END OF FOURTH GRADE FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate I, Form W
Grade: Fourth (4.8)
Total: 115 Pupils
Date: May, 1970

Total Read. (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
5.5+	14	12.3	12.3
5.4	2	1.8	14.1
5.3			
5.2	1	.9	15.0
5.1			
5.0	7	6.1	21.1
4.9	2	1.8	22.9
4.8#	6	5.2	28.1
4.7	7	6.1	34.2
4.6	2	1.8	36.0
4.5	1	.9	36.9
4.4	3	2.6	39.5
4.3	5	4.4	43.9
4.2	3	2.6	46.5
4.1	6	5.2	51.7
4.0	4	3.5	55.2
3.9	5	4.4	59.6
3.8	3	2.6	62.2
3.7	4	3.5	65.7
3.6	1	.9	66.6
3.5	2	1.8	68.4
3.4	3	2.6	71.0
3.3	1	.9	71.9
3.2	3	2.6	74.5
3.1	2	1.8	76.3
3.0	8	7.0	83.3
2.9	5	4.4	87.7
2.8	3	2.6	90.3
2.7	5	4.4	94.7
2.6	1	.9	95.6
2.5	1	.9	96.5
2.4			
2.3	3	2.6	99.1
2.2			
2.0	1	.9	100.0

Number	114
%iles	
75th	4.8
50th	4.1
25th	3.1

#Grade Placement at Time of Testing

TABLE: 1.4.11 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY, 1969) AND FOURTH GRADE (MAY, 1970) FOR FALL 1970 FOURTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X (Grade 3); and Intermediate I, Form W (Grade 4)

Actual Change: Grade 4 Test G.P. - Grade 3 Test G.P.

Adjusted Change: $\frac{\text{Grade 3 Actual G.P.}}{\text{Grade 3 Test G.P.}}$ (Grade 4 Test G.P. - Grade 3 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 3 and 4					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+	2	1.8	1.8	12	10.5	10.5
+2.9	2	1.8	3.6	2	1.8	12.3
+2.8	1	.9	4.5	1	.9	13.2
+2.7	1	.9	5.4	1	.9	14.1
+2.6	3	2.6	8.0	3	2.6	16.7
+2.5				2	1.8	18.5
+2.4				4	3.5	22.0
+2.3				1	.9	22.9
+2.2				3	2.6	25.5
+2.1	2	1.8	9.8			
+2.0	3	2.6	12.4	5	4.4	29.9
+1.9	2	1.8	14.2	4	3.5	33.4
+1.8	4	3.5	17.7	2	1.8	35.2
+1.7	3	2.6	20.3	7	6.1	41.3
+1.6	4	3.5	23.8	2	1.8	43.1
+1.5	6	5.2	29.0	6	5.2	48.3
+1.4	3	2.6	31.6	8	7.0	55.3
+1.3	13	11.5	43.1	4	3.5	58.8
+1.2	9	7.9	51.0	4	3.5	62.3
+1.1	8	7.0	58.0	11	9.6	71.9
+1.0#	8	7.0	65.0	9	7.9	79.8
+0.9	10	8.7	73.7	6	5.2	85.0
+0.8	8	7.0	80.7	3	2.6	87.6
+0.7	3	2.6	83.3	5	4.4	92.0
+0.6	4	3.5	86.8	2	1.8	93.8
+0.5	4	3.5	90.3			
+0.4	5	4.4	94.7	2	1.8	95.6
+0.3	1	.9	95.6	1	.9	96.5
+0.2	1	.9	96.5	3	2.6	99.1
+0.1	3	2.6	99.1			
0.0						
-0.1						
-0.2	1	.9	100.0			
-0.3				1	.9	100.1
Number	114			114		
%iles						
75th	1.5			2.2		
50th	1.2			1.4		
25th	0.8			1.0		

#Time Interval Between Testing Periods

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TABLE:1.4.12 READING STATUS AT THE END OF FOURTH GRADE FOR FALL 1969 FOURTH GRADE PUPILS WHO RECEIVED COMPENSATORY READING, GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate I, Form W
Grade: Fourth Grade (4.8)
Total: 227
Date: May, 1970

Total Read. (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
5.5+	15	6.6	6.6
5.4	4	1.8	8.4
5.3			
5.2	1	.4	8.8
5.1			
5.0	9	4.0	12.8
4.9	2	.9	13.7
4.8#	6	2.6	16.3
4.7	10	4.4	20.7
4.6	3	1.3	22.0
4.5	3	1.3	23.3
4.4	5	2.2	25.5
4.3	13	5.7	31.2
4.2	5	2.2	33.4
4.1	8	3.5	36.9
4.0	6	2.6	39.5
3.9	6	2.6	42.1
3.8	4	1.8	43.9
3.7	9	4.0	47.9
3.6	2	.9	48.8
3.5	4	1.8	50.6
3.4	11	4.9	55.5
3.3	8	3.5	59.0
3.2	12	5.3	64.3
3.1	11	4.9	69.2
3.0	16	7.1	76.3
2.9	18	7.9	84.2
2.8	10	4.4	88.6
2.7	7	3.1	91.7
2.6	7	3.1	94.8
2.5	1	.4	95.2
2.4	4	1.8	97.0
2.3	6	2.6	99.6
2.2			
2.1			
2.0	1	.4	100.0
Number	227		

#Grade Placement at Time of Testing

%iles	
75th	4.4
50th	3.5
25th	3.0

TABLE: 1.4.13 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY, 1969) AND FOURTH GRADE (MAY, 1970) FOR FALL 1969 FOURTH GRADE ESEA TITLE I PUPILS WHO RECEIVED COMPENSATORY READING, GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X (Grade 3); and Intermediate I, Form W (Grade 6)

Actual Change: Grade 4 Test G.P. - Grade 3 Test G.P.

Adjusted Change: $\frac{\text{Grade 3 Actual G.P.}}{\text{Grade 3 Test G.P.}}$ (Grade 4 Test G.P. - Grade 3 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 3 and 4					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+	4	1.8	1.8	23	10.4	10.4
+2.9	2	.9	2.7	3	1.3	11.7
+2.8	1	.4	3.1	1	.4	12.1
+2.7	2	.9	4.0	3	1.3	13.4
+2.6	3	1.3	5.3	6	2.6	16.0
+2.5				4	1.8	17.8
+2.4				7	3.1	20.9
+2.3	2	.9	6.2	4	1.8	22.7
+2.2	1	.4	6.6	4	1.8	24.5
+2.1	2	.9	7.5	1	.4	24.9
+2.0	3	1.3	8.8	12	5.3	30.2
+1.9	4	1.8	10.6	6	2.6	32.8
+1.8	7	3.1	13.7	7	3.1	35.9
+1.7	4	1.8	15.5	10	4.4	40.3
+1.6	6	2.6	18.1	6	2.6	42.9
+1.5	8	3.5	21.6	10	4.4	47.3
+1.4	9	4.0	25.6	12	5.3	52.6
+1.3	16	7.1	32.7	9	4.0	56.6
+1.2	19	8.4	41.1	9	4.0	60.6
+1.1	17	7.4	48.5	17	7.4	68.0
+1.0#	17	7.4	55.9	12	5.3	73.3
+0.9	16	7.1	63.0	12	5.3	78.6
+0.8	15	6.6	69.6	5	2.2	80.8
+0.7	10	4.4	74.0	10	4.4	85.2
+0.6	9	4.0	78.0	6	2.6	87.8
+0.5	14	6.2	84.2	6	2.6	90.4
+0.4	11	4.9	89.1	3	1.3	91.7
+0.3	6	2.6	91.7	3	1.3	93.0
+0.2	3	1.3	93.0	6	2.6	95.6
+0.1	6	2.6	95.6			
0.0	4	1.8	97.4	4	1.8	97.4
-0.1						
-0.2	3	1.3	98.7			
-0.3	2	.9	99.6	3	1.3	98.7
-0.4	1	.4	100.0	1	.4	99.1
-0.5				2	.9	100.0
Number	227			227		
%iles						
75th	1.4			2.0		
50th	1.0			1.4		
25th	0.6			0.9		

#Time Interval Between Testing Periods

TABLE: 1.4.14 FOURTH GRADE STATUS ON TOTAL READING FOR FALL 1969 SIXTH GRADE ESEA TITLE I COMPENSATORY READING PARTICIPANTS ENROLLED IN SEVEN ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Primary II, Form Y
Grade: Fourth (4.8)
Total: 122 Pupils
Date: May, 1968

Total Read. G.P.	No. of Pupils by Semesters of Participation					Total Number	Per Cent	Cumulative Per Cent
	1	2	3	4	5 & 6			
5.0+								
4.9								
4.8#		1				1	.8	.8
4.7								
4.6								
4.5								
4.4								
4.3	1					1	.8	1.6
4.2	1					1	.8	2.4
4.1	1					1	.8	3.2
4.0	2					2	1.7	4.9
3.9	1					1	.8	5.7
3.8	2	1				3	2.5	8.2
3.7	3	2				5	4.1	12.3
3.6								
3.5	3			1		4	3.3	15.6
3.4	2	3	2		1	8	6.6	22.2
3.3	2	2	1			5	4.1	26.3
3.2	1	1	1	2		5	4.1	30.4
3.1	4	1	2	2		9	7.3	37.7
3.0	3	2		1	1	7	5.7	43.4
2.9	3	2	1	2	2	10	8.2	51.6
2.8	3	3	3		1	10	8.2	59.8
2.7			3	1	2	6	4.9	64.7
2.6	1			1	1	3	2.5	67.2
2.5		1	1	2	1	5	4.1	71.3
2.4			3			3	2.5	73.8
2.3								
2.2		3	2			5	4.1	77.9
2.1	2	3	1			6	4.9	82.8
2.0	2				1	3	2.5	85.3
1.9	4	1	1	2	2	10	8.2	93.5
1.8	2	2	1	1	1	7	5.7	99.2
1.7								
1.6-					1	1	.8	100.0
Number	43	28	22	15	14	122		
%iles								
75th	3.7	3.4	3.1	3.1	2.9	3.3		
50th	3.1	2.9	2.7	2.9	2.7	2.9		
25th	2.6	2.2	2.4	2.5	1.9	2.2		

Grade Placement at time of Testing

TABLE:1.4.15 FIFTH GRADE STATUS ON TOTAL READING FOR FALL 1969 SIXTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN SEVEN ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate I, Form X
Grade: Fifth (5.8)
Total: 122 Pupils
Date: May, 1969

Total Read. G.P.	No. of Pupils by Semesters of Participation					Total Number	Per Cent	Cumulative Per Cent
	1	2	3	4	5 & 6			
7.0+		1				1	.8	.8
6.9								
6.8								
6.7	1					1	.8	1.6
6.6	1					1	.8	2.4
6.5								
6.4								
6.3		1				1	.8	3.2
6.2								
6.1								
6.0	2					2	1.7	4.9
5.9		1				1	.8	5.7
5.8#		1				1	.8	6.5
5.7	1					1	.8	7.3
5.6								
5.5	1					1	.8	8.1
5.4								
5.3								
5.2	2					2	1.7	9.8
5.1	1					1	.8	10.6
5.0	2					2	1.7	12.3
4.9	1					1	.8	13.1
4.8	1					1	.8	13.9
4.7	3		2	1		6	4.9	18.8
4.6					1	1	.8	19.6
4.5	1	1	1		1	4	4.9	24.5
4.4	1	1				2	1.7	26.2
4.3		1		1		2	1.7	27.9
4.2	3					3	2.5	30.4
4.1	1	1			1	3	2.5	32.9
4.0	2	4	1			7	5.7	38.6
3.9	1		2		1	4	3.3	41.9
3.8		1	2	1	1	5	4.1	46.0
3.7	3	1	2	3		9	7.3	53.3
3.6	1	1	4	1	1	8	6.6	59.9
3.5	2	4	3	1	1	11	9.0	68.9
3.4		1	1		2	4	3.3	72.2
3.3	2	1		2	2	7	5.7	77.9
3.2		4		3	2	9	7.3	85.2
3.1	6	1	1	1	1	10	8.2	93.4
3.0-	4	2	3	1		10	8.2	101.6
Number	43	28	22	15	14	122		
%iles								
75th	5.0	4.3	3.9	3.7	3.9	4.3		
50th	4.1	3.7	3.6	3.5	3.5	3.7		
25th	3.3	3.3	3.5	3.2	3.3	3.3		

Grade Placement at time of Testing

TABLE: 1.4.16 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FOURTH GRADE (MAY, 1968) AND FIFTH GRADE (MAY, 1969) FOR FALL 1969 SIXTH GRADE ESEA TITLE I COMPENSATORY READING PARTICIPANTS

Tests: Stanford Reading Test, Primary II, Form Y (Fourth Grade); Intermediate I, Form X (Fifth Grade)

Actual Change: Grade 5 Test G.P. - Grade 4 Test G.P.

Adjusted Change: $\frac{\text{Grade 4 Actual G.P.}}{\text{Grade 4 Test G.P.}}$ (Grade 5 Test G.P. - Grade 4 Test G.P.)

Score Change (G.P.)	Number of Pupils by Semesters of Participation 1 Act.	1 Adj.	2 Act.	2 Adj.	3 Act.	3 Adj.	4 Act.	4 Adj.	5 & 6 Act.	5 & 6 Adj.	Total Number Act.	Total Number Adj.	Cumulative Per Cent Act.	Cumulative Per Cent Adj.
+3.5														
+3.4														
+3.3				1								1		.8
+3.2				1								1		1.6
+3.1														
+3.0														
+2.9	1									1	1	1	.8	2.4
+2.8						2				1		3		4.9
+2.7		1										1		5.7
+2.6			1							1	1	1	1.6	6.5
+2.5			1								1		2.4	
+2.4	1	2	1	2		1		2		1	2	8	4.0	13.1
+2.3		1		3								4		16.4
+2.2		1								1		2		18.1
+2.1	1	2	2	1		1				1	3	5	6.5	22.2
+2.0		3	1	3		2		1		1	1	10	7.3	30.4
+1.9	2	4		1		1					2	6	8.9	35.3
+1.8	1	3		1			1				2	4	10.5	38.6
+1.7	2	2		1	1	3				3	3	9	13.0	47.9
+1.6	2	6		1	1	1		1	4		7	9	18.8	55.2
+1.5	1	4	1	1		1		1			2	7	20.4	60.9
+1.4	3			1	3	1	1	1	1		8	3	27.0	63.4
+1.3	2	2	2	1	3	2	1	1	1	1	9	7	34.4	69.1
+1.2	4	6	3	1	1		2		2		12	7	44.2	74.8
+1.1	3		3	1	1	2			2	2	9	5	51.6	78.9
+1.0#	4	1	1		2	1		1			7	3	57.4	81.4
+0.9	2	2	2	1		1	1	2		1	5	7	61.5	87.1
+0.8	2	1	1	2	2			1			5	4	65.6	90.4
+0.7	5		1	1	2			3	1		9	4	73.0	93.7
+0.6	1				2		1		2		6		77.9	
+0.5	4		1	2		1	4		1		10	3	86.1	96.2
+0.4			3	2	1	1	3	1			7	4	91.9	99.5
+0.3		1	1								1	1	92.7	100.3
+0.2	1		3		2		1				7		98.5	
+0.1														
0.0	1	1			1	1					2	2	100.1	102.0
-0.1														
Number	43	43	28	28	22	22	15	15	14	14	122	122	#Time Interval Between Testing Periods.	
%iles														
75th	1.5	1.9	1.5	2.3	1.3	2.0	1.2	1.6	1.6	2.4	1.4	2.0		
50th	1.1	1.6	1.1	1.7	1.0	1.6	0.5	1.0	1.2	2.0	1.1	1.6		
25th	0.7	1.2	0.5	0.9	0.6	1.1	0.4	0.7	0.7	1.3	0.6	1.1		

TABLE:1.4.17 FOURTH AND FIFTH GRADE STATUS ON TOTAL READING FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form Y	Stanford Reading Test, Intermediate I, Form X
Grade:	Fourth (4.8)	Fifth (5.8)
Total:	130 Pupils	130 Pupils
Dates:	May, 1968	May, 1969

Total Read. (G.P.)	Fourth Grade May, 1968			Fifth Grade May, 1969		
	No. of Pupils	Per Cent	Cumulat. Per Cent	No. of Pupils	Per Cent	Cumulat. Per Cent
6.5+	3	2.3	2.3	17	13.0	13.0
6.4						
6.3				2	1.6	14.6
6.2				1	.8	15.4
6.1	2	1.6	3.9	1	.8	16.2
6.0				3	2.3	18.5
5.9				4	3.1	21.6
5.8						
5.7				11	8.4	30.0
5.6	1	.8	4.7	1	.8	30.8
5.5				1	.8	31.6
5.4				1	.8	32.4
5.3				6	4.5	35.9
5.2	3	2.3	7.0	5	3.8	40.7
5.1				3	2.3	43.0
5.0				4	3.1	46.1
4.9				2	1.6	47.7
4.8	1	.8	7.8	6	4.5	52.2
4.7	3	2.3	10.1	4	3.1	55.3
4.6	1	.8	10.9	2	1.6	56.9
4.5	3	2.3	13.2	2	1.6	58.5
4.4	4	3.1	16.3	2	1.6	60.1
4.3	1	.8	17.1	4	3.1	63.2
4.2	7	5.4	22.5	9	6.8	70.0
4.1	5	3.8	26.3	4	3.1	73.1
4.0	3	2.3	28.6	5	3.8	76.9
3.9	5	3.8	32.4	4	3.1	80.0
3.8	7	5.4	37.8	1	.8	80.8
3.7	14	10.7	48.5	1	.8	81.6
3.6	10	7.6	56.1	2	1.6	83.2
3.5	8	6.1	62.2	3	2.3	85.5
3.4	4	3.1	65.3	1	.8	86.3
3.3	3	2.3	67.6	2	1.6	87.9
3.2	2	1.6	69.2	5	3.8	91.7
3.1	3	2.3	71.5	5	3.8	95.5
3.0	5	3.8	75.3	2	1.6	97.1
2.9	1	.8	76.1	2	1.6	98.7
2.8	4	3.1	79.2			
2.7	2	1.6	80.8	1	.8	99.5
2.6	5	3.8	84.6			
2.5	3	2.3	86.9	1	.8	100.3
2.4						
2.3	1	.8	87.7			
2.2						
2.1	1	.8	88.5			
2.0-	15	11.5	100.0			
Number	130			130		
%iles						
75th	4.1			5.7		
50th	3.6			4.8		
25th	3.0			4.0		

TABLE: 1.4.18 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FOURTH GRADE (MAY 1968) AND FIFTH GRADE (MAY 1969) FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form Y (Grade 4); and Intermediate I, Form X (Grade 5)

Actual Change: Grade 5 Test G.P. - Grade 4 Test G.P.

Adjusted Change: $\frac{\text{Grade 4 Actual G.P.}}{\text{Grade 4 Test G.P.}}$ (Grade 5 Test G.P. - Grade 4 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 4 and 5					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+	2	1.6	1.6	1	.8	.8
+2.9				1	.8	1.6
+2.8	2	1.6	3.2	1	.8	2.4
+2.7	1	.8	4.0	2	1.6	4.0
+2.6	1	.8	4.8	3	2.3	6.3
+2.5				1	.8	7.1
+2.4				5	3.8	10.9
+2.3	4	3.1	7.9	2	1.6	12.5
+2.2	4	3.1	11.0	3	2.3	14.1
+2.1	2	1.6	12.6	6	4.5	18.6
+2.0	8	6.1	18.7	10	7.6	26.2
+1.9	6	4.5	23.2	9	6.8	33.0
+1.8	6	4.5	27.7	5	3.8	36.8
+1.7	4	3.1	30.8	4	3.1	39.9
+1.6	5	3.8	34.6	13	10.0	49.9
+1.5	2	1.6	36.2	11	8.4	58.3
+1.4	7	5.4	41.6	8	6.1	64.4
+1.3	9	6.8	48.4	8	6.1	70.5
+1.2	11	8.4	56.8	10	7.6	78.1
+1.1	15	11.5	68.3	4	3.1	81.2
+1.0#	4	3.1	71.4	6	4.5	85.7
+0.9	6	4.5	75.9	6	4.5	90.2
+0.8	4	3.1	79.0	3	2.3	92.5
+0.7	11	8.4	87.4	3	2.3	94.8
+0.6	6	4.5	91.9	1	.8	95.6
+0.5	6	4.5	96.4	2	1.6	97.2
+0.4	1	.8	97.2	2	1.6	98.8
+0.3	2	1.6	98.8			
+0.2	1	.8	99.6			
+0.1						
0.0						

	Actual	Adjusted
Number	130	130
%iles		
75th	1.8	2.0
50th	1.2	1.6
25th	0.9	1.2

#Time Interval Between Testing Periods

TABLE: 1.4.19 FOURTH AND FIFTH GRADE STATUS ON TOTAL READING FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS RECEIVING COMPENSATORY READING, GUIDING TEACHER, AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form Y	Stanford Reading Test, Intermediate I, Form X
Grades:	Fourth (4.8)	Fifth (5.8)
Total:	252 Pupils	252 Pupils
Dates:	May, 1968	May, 1969

Total Read. (G.P.)	Fourth Grade May, 1968 No. of Pupils	Per Cent	Cumulat. Per Cent	Fifth Grade May, 1969 No. of Pupils	Per Cent	Cumulat. Per Cent
6.5+	3	1.2	1.2	20	7.9	7.9
6.4						
6.3				3	1.2	9.1
6.2				1	.4	9.5
6.1	2	.8	2.0	1	.4	9.9
6.0				5	2.0	11.9
5.9				5	2.0	13.9
5.8				1	.4	14.3
5.7				12	4.8	19.1
5.6	1	.4	2.4	1	.4	19.5
5.5				2	.8	20.3
5.4				1	.4	20.7
5.3				6	2.4	23.1
5.2	3	1.2	3.6	7	2.8	25.9
5.1				4	1.6	27.5
5.0				6	2.4	29.9
4.9				3	1.2	31.1
4.8	2	.8	4.4	7	2.8	33.9
4.7	3	1.2	5.6	10	3.9	37.8
4.6	1	.4	6.0	3	1.2	39.0
4.5	3	1.2	7.2	6	2.4	41.4
4.4	4	1.6	8.8	4	1.6	43.0
4.3	2	.8	9.6	6	2.4	45.4
4.2	8	3.2	12.8	12	4.8	50.2
4.1	6	2.4	15.2	7	2.8	53.0
4.0	5	2.0	17.2	12	4.8	57.8
3.9	6	2.4	19.6	8	3.2	61.0
3.8	10	3.9	23.5	6	2.4	63.4
3.7	19	7.6	31.1	10	3.9	67.3
3.6	10	3.9	35.0	10	3.9	71.2
3.5	12	4.8	39.8	14	5.4	76.6
3.4	12	4.8	44.6	5	2.0	78.6
3.3	8	3.2	47.8	9	3.6	82.2
3.2	7	2.8	50.6	14	5.4	87.6
3.1	12	4.8	55.4	15	6.0	93.6
3.0	12	4.8	60.2	12	4.8	98.4
2.9	11	4.3	64.5	2	.8	99.2
2.8	14	5.4	69.9			
2.7	8	3.2	73.1	1	.4	99.6
2.6	8	3.2	76.3			
2.5	8	3.2	79.5	1	.4	100.0
2.4	3	1.2	80.7			
2.3	1	.4	81.1			
2.2	5	2.0	83.1			
2.1	7	2.8	85.9			
2.0	18	7.0	92.9			
1.9	10	3.9	96.8			
1.8	7	2.8	99.6			
1.7						
1.6-	1	.4	100.0			
Number	252			252		
%iles						
75th	3.7			5.2		
50th	3.2			4.2		
25th	2.6			3.5		

TABLE: 1.4.20 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FOURTH GRADE (MAY 1968) AND FIFTH GRADE (MAY 1969) FOR FALL 1969 SIXTH GRADE TITLE I PUPILS RECEIVING GUIDING TEACHER, COMPENSATORY READING AND OTHER SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Primary II, Form Y (Grade 4); and Intermediate I, Form X (Grade 5)

Actual Change: Grade 5 Test G.P. - Grade 4 Test G.P.

Adjusted Change: $\frac{\text{Grade 4 Actual G.P.}}{\text{Grade 4 Test G.P.}}$ (Grade 5 Test G.P. - Grade 4 Test G.P.

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 4 and 5					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+	2	.8	.8	3	1.2	1.2
+2.9	1	.4	1.2	2	.8	2.0
+2.8	2	.8	2.0	4	1.6	3.6
+2.7	1	.4	2.4	3	1.2	4.8
+2.6	2	.8	3.2	4	1.6	6.4
+2.5	1	.4	3.6	1	.4	6.8
+2.4	2	.8	4.4	13	5.2	12.0
+2.3	4	1.6	6.0	6	2.4	14.4
+2.2	4	1.6	7.6	5	2.0	16.4
+2.1	5	2.0	9.6	11	4.3	20.7
+2.0	9	3.6	13.2	20	7.9	28.6
+1.9	8	3.2	16.4	15	6.0	34.6
+1.8	8	3.2	19.6	9	3.6	38.2
+1.7	7	2.8	22.4	13	5.1	43.3
+1.6	12	4.8	27.2	22	8.7	52.0
+1.5	4	1.6	28.8	18	7.0	59.0
+1.4	15	6.0	34.8	11	4.3	63.3
+1.3	18	7.0	41.8	15	5.9	69.2
+1.2	23	9.1	50.9	17	6.8	76.0
+1.1	24	9.4	60.3	9	3.6	79.6
+1.0#	11	4.3	64.6	9	3.6	83.2
+0.9	11	4.3	68.9	13	5.2	88.4
+0.8	9	3.6	72.5	7	2.8	91.2
+0.7	20	7.9	80.4	7	2.8	94.0
+0.6	12	4.8	85.2	1	.4	94.4
+0.5	16	6.4	91.6	5	2.0	96.4
+0.4	8	3.2	94.8	6	2.4	98.8
+0.3	3	1.2	96.0	1	.4	99.2
+0.2	8	3.2	99.2			
+0.1						
0.0	2	.8	100.0	2	.8	100.0
Number	252			252		
%iles						
75th	1.6			2.0		
50th	1.2			1.6		
25th	0.7			1.2		

#Time Interval Between Testing Periods

TABLE: 1.4.21 READING STATUS AT THE BEGINNING OF SIXTH GRADE FOR FALL 1969 ESEA TITLE I COMPENSATORY READING PARTICIPANTS ENROLLED IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: California Test of Basic Skills, Level 2, Form Q
Grade: Sixth Grade (6.2)
Total: 102 Pupils
Date: November, 1969

Total Read. G.P.	Number of Pupils by Semesters of Participation					Total Number	Per Cent	Cumulat. Per Cent
	1	2	3	4	5 and 6			
6.5+	3	1				4	3.9	3.9
6.4	1					1	1.0	4.9
6.3	1					1	1.0	5.9
6.2#								
6.1	1	1			1	3	2.9	8.8
6.0								
5.9								
5.8	1					1	1.0	9.8
5.7		1		1		2	2.0	11.8
5.6	1		1			2	2.0	13.8
5.5	1	1				2	2.0	15.8
5.4	1		1			2	2.0	17.8
5.3	1		1			2	2.0	19.8
5.2	1			1		2	2.0	21.8
5.1	2		1			3	2.9	24.7
5.0	2					2	2.0	26.7
4.9								
4.8								
4.7	1			1		2	2.0	31.6
4.6	1	3				4	3.9	35.5
4.5				1	1	2	2.0	37.5
4.4	2		1			3	2.9	40.4
4.3	1					1	1.0	41.4
4.2			1			1	1.0	42.4
4.1	2		1			3	2.9	45.3
4.0		1				1	1.0	46.3
3.9		1		1		2	2.0	48.3
3.8		3			1	4	3.9	52.2
3.7	2		1	1		4	3.9	56.1
3.6	1	2		1	1	5	4.8	60.9
3.5	1					1	1.0	61.9
3.4	1		1	3	2	7	6.7	68.6
3.3		1	1	1	1	4	3.9	72.5
3.2	1		2		1	4	3.9	76.4
3.1		1				1	1.0	77.4
3.0		1		1	3	5	4.8	82.2
2.9	1		1			2	2.0	84.2
2.8			2			2	2.0	86.2
2.7	2		1		1	4	3.9	90.1
2.6		1			1	2	2.0	92.1
2.5	3					3	2.9	95.0
2.4		1	1			2	2.0	97.0
2.3								
2.2		1				1	1.0	98.0
2.1-				2		2	2.0	100.0
Number	34	23	18	14	13	102		
%iles								
25th	5.4	4.9	4.9	4.5	3.6	5.0		
50th	4.6	3.9	3.7	3.6	3.3	3.8		
25th	3.5	3.3	2.9	3.3	3.0	3.2		

#Grade Placement at Time of Testing

TABLE:1.4.22 READING STATUS AT THE BEGINNING OF SIXTH GRADE FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: California Test of Basic Skills, Level 2, Form Q
Grade: Sixth (6.2)
Total: 115 Pupils
Date: November, 1969

Total Read. (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
7.5+	13	11.3	11.3
7.4	4	3.5	14.8
7.3			
7.2	2	1.7	16.5
7.1			
7.0	3	2.6	19.1
6.9			
6.8			
6.7	2	1.7	20.8
6.6	4	3.5	24.3
6.5			
6.4	3	2.6	26.9
6.3	3	2.6	29.5
6.2#			
6.1	3	2.6	32.1
6.0	6	5.3	37.4
5.9			
5.8	5	4.3	41.7
5.7			
5.6	3	2.6	44.3
5.5	4	3.5	47.8
5.4	5	4.3	52.1
5.3	2	1.7	53.8
5.2	2	1.7	55.5
5.1	2	1.7	57.2
5.0	4	3.5	60.7
4.9	2	1.7	62.4
4.8	3	2.6	65.0
4.7			
4.6	4	3.5	68,5
4.5	1	.9	69.4
4.4	1	.9	70.3
4.3			
4.2	1	.9	71.2
4.1	1	.9	72.1
4.0	1	.9	73.0
3.9	2	1.7	74.7
3.8	4	3.5	78.2
3.7			
3.6	3	2.6	80.8
3.5	1	.9	81.7
3.4	3	2.6	84.3
3.3	4	3.5	87.8
3.2	3	2.6	90.4
3.1	3	2.6	93.0
3.0			
2.9	1	.9	93.9
2.8	1	.9	94.8
2.7	2	1.7	96.5
2.6			
2.5	1	.9	97.4
2.4			
2.3			
2.2			
2.1	1	.9	98.3
2.0-	2	1.7	100.0

Number	115
%iles	
75th	6.4
50th	5.4
25th	3.8

Grade Placement at Time of testing

TABLE: 1.4.23 READING STATUS AT THE BEGINNING OF SIXTH GRADE FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS WHO RECEIVED COMPENSATORY READING, GUIDING TEACHER, AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: *California Test of Basic Skills*, Level 2, Form Q
Grade: Sixth Grade (6.2)
Total: 217 Pupils
Date: November, 1969

Total Read. (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
7.5+	13	11.3	11.3
7.4	4	3.5	14.8
7.3			
7.2	2	1.7	16.5
7.1			
7.0	3	2.6	19.1
6.9			
6.8			
6.7	2	1.7	20.8
6.6	4	3.5	24.3
6.5			
6.4	3	2.6	26.9
6.3	3	2.6	29.5
6.2#			
6.1	3	2.6	32.1
6.0	6	5.3	37.4
5.9			
5.8	5	4.3	41.7
5.7			
5.6	3	2.6	44.3
5.5	4	3.5	47.8
5.4	5	4.3	52.1
5.3	2	1.7	53.8
5.2	2	1.7	55.5
5.1	2	1.7	57.2
5.0	4	3.5	60.7
4.9	2	1.7	62.4
4.8	3	2.6	65.0
4.7			
4.6	4	3.5	68.5
4.5	1	.9	69.4
4.4	1	.9	70.3
4.3			
4.2	1	.9	71.2
4.1	1	.9	72.1
4.0	1	.9	73.0
3.9	2	1.7	74.7
3.8	4	3.5	78.2
3.7			
3.6	3	2.6	80.8
3.5	1	.9	81.7
3.4	3	2.6	84.3
3.3	4	3.5	87.8
3.2	3	2.6	90.4
3.1	3	2.6	93.0
3.0			
2.9	1	.9	93.9
2.8	1	.9	94.8
2.7	2	1.7	96.5
2.6			
2.5	1	.9	97.4
2.4			
2.3			
2.2			
2.1	1	.9	98.3
2.0-	2	1.7	100.0
Number	115		
%iles			
75th	6.4		
50th	5.4		
25th	3.8		

#Grade Placement at time of Testomg

TABLE: 1.4.24 READING STATUS AT THE END OF SIXTH GRADE FOR FALL 1969 ESEA TITLE 1 COMPENSATORY READING PARTICIPANTS ENROLLED IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test. Intermediate II, Form W
Grade: Sixth Grade (6.8)
Total: 108 Pupils
Date: May, 1970

Total Read. G.P.	Number of Pupils by Semesters of Participation 1	2	3	4	5 & 6	Total Number	Per Cent	Cumulat. Per Cent.
7.5+			1			1	.9	.9
7.4								
7.3								
7.2		1				1	.9	1.8
7.1	1	1			1	3	2.8	4.6
7.0								
6.9								
6.8#								
6.7								
6.6	2					2	1.9	6.5
6.5								
6.4		1				1	.9	7.4
6.3								
6.2	1					1	.9	8.3
6.1			1			1	.9	9.2
6.0								
5.9	2					2	1.9	11.1
5.8	1	1			1	3	2.8	13.9
5.7		2				2	1.9	15.8
5.6	3		1			4	3.7	19.5
5.5	2	1				3	2.8	22.3
5.4					1	1	.9	23.2
5.3			1			1	.9	24.1
5.2	2					2	1.9	26.0
5.1			1	1	1	3	2.8	28.8
5.0		1	1			2	1.9	30.7
4.9	2				4	6	5.5	36.2
4.8			1	1		2	1.9	38.1
4.7	1	3	1	3		8	7.4	45.5
4.6	1	2	1		1	5	4.6	50.1
4.5		2	1		1	4	3.7	53.8
4.4	1	1	1	1	1	5	4.6	58.4
4.3					1	1	.9	59.3
4.2	2		3	3	3	11	10.2	69.5
4.1				1	1	2	1.9	71.4
4.0		3	1		2	6	5.5	76.9
3.9		2		2	2	6	5.5	82.4
3.8				1		1	.9	83.3
3.7	1				1	2	1.9	85.2
3.6	2	1			1	4	3.7	88.9
3.5	2	1		1	1	5	4.6	93.5
3.4	1					1	.9	94.4
3.3		1	1		1	3	2.8	97.2
3.2								
3.1								
3.0-	1		1	1		3	2.8	100.0
Number	28	24	17	15	24	108		
%iles								
75th	5.8	5.7	5.1	4.7	4.9	5.2		
50th	5.2	4.6	4.6	4.2	4.3	4.6		
25th	4.2	4.0	4.2	3.9	4.0	4.0		

#Grade Placement at Time of Testing

TABLE: 1.4.25 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIFTH GRADE (MAY, 1969) AND SIXTH GRADE (MAY, 1970) FOR FALL 1969 SIXTH GRADE ESEA TITLE I COMPENSATORY READING PARTICIPANTS

Tests: Stanford Reading Test, Intermediate I, Form X (Fifth Grade) and Intermediate II, Form W (Sixth Grade)

Actual Change: Grade 6 Test G.P. - Grade 5 Test G.P.

Adjusted Change: $\frac{\text{Grade 5 Actual G.P.}}{\text{Grade 5 Test G.P.}}$ (Grade 6 Test G.P. - Grade 5 Test G.P.)

Score Change (G.E.)	Number of Pupils by Semesters of Participation 1 Act	1 Adj	2 Act	2 Adj	3 Act	3 Adj	4 Act	4 Adj	5 & 6 Act	5 & 6 Adj	Total Number Act	Total Number Adj	Cumulative Per Cent Act	Cumulative Per Cent Adj
+3.5+		2								1		3		2.8
+3.4						1		1				2		4.7
+3.3														
+3.2				1				1				2		6.6
+3.1										2		2		8.5
+3.0				1								1		9.4
+2.9								1		1		2		11.3
+2.8				1								1		12.2
+2.7										1		1		13.1
+2.6		1										1		14.0
+2.5										1		1		14.9
+2.4				2		1			1		1	3	.9	17.7
+2.3	1	1									1	1	1.8	18.6
+2.2		1				1			1		1	2	2.7	20.5
+2.1		1		1		1		1				4		24.2
+2.0				2				1				3		27.0
+1.9		1		1	2	1	1		1		4	3	6.4	29.8
+1.8				2		1				1		4		33.5
+1.7		1	1			2			1	1	2	4	8.3	37.2
+1.6			2	1			1	2			3	3	11.1	40.0
+1.5	1	1		1	1	1	1	2			3	4	13.9	44.6
+1.4	2		1		1	2			1	1	5	3	18.5	47.4
+1.3	1	2	2		1			1	1	2	5	5	23.1	52.0
+1.2	2	1	4	1	1		1	1		1	8	4	30.5	55.7
+1.1	3	2	1		2		1		1	2	8	4	37.9	59.4
+1.0#		1				1	1		3	1	4	3	41.6	62.2
+0.9	3		1	2	1	1	1				6	3	47.1	65.0
+0.8	1	1	2	1	1	2	1			1	5	5	51.7	69.6
+0.7	1	1			1	1	1		3	1	6	3	57.2	72.4
+0.6	1	3	3	1	2		2	1	2	2	10	7	66.6	78.6
+0.5	2	3	1		3	1			3	2	9	6	74.9	84.1
+0.4	4	1		1			1	1	1		6	3	80.4	86.9
+0.3	2		1		1			1	1		5	1	85.0	87.8
+0.2							2		1	1	3	1	87.8	88.7
+0.1											1		88.7	
0.0			2	2							2	2	90.6	90.6
-0.1-	4	4	3	3			1	1	2	2	10	10	100.0	100.0
Number	28	28	24	24	17	17	15	15	24	24	108	108		
%iles														
75th	1.2	1.9	1.3	2.1	1.3	1.9	1.2	2.1	1.3	2.5	1.2	2.0		
50th	0.8	1.1	0.9	1.6	0.9	1.5	0.8	1.5	0.7	1.2	0.8	1.3		
25th	0.4	0.5	0.5	0.6	0.5	0.8	0.4	0.6	0.6	0.6	0.4	0.6		

#Time Interval Between Testing Periods

TABLE: 1.4.26 READING STATUS AT THE END OF SIXTH GRADE FOR FALL 1969 SIXTH GRADE ESEA TITLE I PUPILS WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate II, Form W
Grade: Sixth (6.8)
Total: 94 Pupils
Date: May, 1970

Total Read. (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
7.5+	14	14.9	14.9
7.4			
7.3	2	2.1	17.0
7.2	2	2.1	19.1
7.1			
7.0	3	3.2	22.3
6.9	1	1.1	23.4
6.8#	6	6.4	29.8
6.7	3	3.2	33.0
6.6	1	1.1	34.1
6.5	1	1.1	35.2
6.4	4	4.2	39.4
6.3	1	1.1	40.5
6.2	3	3.2	43.7
6.1	1	1.1	44.8
6.0	4	4.2	49.0
5.9			
5.8	4	4.2	53.2
5.7	5	5.3	58.5
5.6	2	2.1	60.6
5.5	4	4.2	64.8
5.4	3	3.2	68.0
5.3	3	3.2	71.2
5.2	2	2.1	73.3
5.1			
5.0	2	2.1	75.4
4.9	1	1.1	76.5
4.8			
4.7	4	4.2	80.7
4.6			
4.5	1	1.1	81.8
4.4	1	1.1	82.9
4.3	2	2.1	85.0
4.2	2	2.1	87.1
4.1	2	2.1	89.2
4.0	1	1.1	90.3
3.9	1	1.1	91.4
3.8			
3.7	1	1.1	92.5
3.6			
3.5	1	1.1	93.6
3.4	2	2.1	95.7
3.3			
3.2			
3.1	1	1.1	96.8
3.0-	3	3.2	100.0

Number	94
75th	6.8
50th	5.8
25th	5.0

#Grade Placement at Time of Testing

TABLE: 1.4.27 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIFTH GRADE (MAY, 1969) AND SIXTH GRADE (MAY, 1970) FOR FALL 1969 SIXTH GRADE TITLE I WHO RECEIVED GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate I, Form X (Grade 5); and Intermediate II, Form W (Grade 6)

Actual Change: Grade 6 Test G.P. - Grade 5 Test G.P.

Adjusted Change: $\frac{\text{Grade 5 Actual G.P.}}{\text{Grade 5 Test G.P.}}$ (Grade 6 Test G.P. - Grade 5 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 5 and 6					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0+	1	1.1	1.1	5	5.3	5.3
+2.9						
+2.8				3	3.2	8.5
+2.7	1	1.1	2.2			
+2.6						
+2.5						
+2.4				3	3.2	11.7
+2.3				1	1.1	12.8
+2.2	1	1.1	3.3	1	1.1	13.9
+2.1	1	1.1	4.4	2	2.1	16.0
+2.0	4	4.2	8.6	3	3.2	19.2
+1.9				5	5.3	24.5
+1.8	1	1.1	9.7	3	3.2	27.7
+1.7	6	6.4	16.1	3	3.2	30.9
+1.6	4	4.2	20.3	3	3.2	34.1
+1.5	9	9.6	29.9	4	4.2	38.3
+1.4	4	4.2	34.1	3	3.2	41.5
+1.3	5	5.3	39.4	3	3.2	44.7
+1.2	3	3.2	42.6	4	4.2	48.9
+1.1	1	1.1	43.7	6	6.4	55.3
+1.0#	9	9.6	53.3	3	3.2	58.5
+0.9	6	6.4	59.7	8	8.5	67.0
+0.8	5	5.3	65.0	2	2.1	69.1
+0.7	8	8.5	73.5	6	6.4	75.5
+0.6	3	3.2	76.7	5	5.3	80.8
+0.5	4	4.2	80.9	3	3.2	84.0
+0.4	3	3.2	84.1	1	1.1	85.1
+0.3	2	2.1	86.2	2	2.1	87.2
+0.2	1	1.1	87.3	1	1.1	88.3
+0.1	2	2.1	89.4	1	1.1	89.4
0.0	10	10.6	100.0	10	10.6	100.0
Number	94			94		
%iles						
75th	1.5			1.8		
50th	1.0			1.1		
25th	0.6			0.7		

#Time Interval Between Testing Periods

TABLE: 1.4.28 READING STATUS AT THE END OF SIXTH GRADE FOR FALL 1969 SIXTH GRADE PUPILS WHO RECEIVED COMPENSATORY READING, GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Test: Stanford Reading Test, Intermediate II, Form W
Grade: Sixth (6.8)
Total: 202 Pupils
Date: May, 1970

Total Read (G.P.)	Number of Pupils	Per Cent	Cumulative Per Cent
7.5+	15	7.6	7.6
7.4			
7.3	2	1.0	8.6
7.2	3	1.5	10.1
7.1	3	1.5	11.6
7.0	3	1.5	13.1
6.9	1	.5	13.6
6.8#	6	2.9	16.5
6.7	3	1.5	18.0
6.6	3	1.5	19.5
6.5	1	.5	20.0
6.4	5	2.5	22.5
6.3	1	.5	23.0
6.2	4	1.9	24.9
6.1	2	1.0	25.9
6.0	4	1.9	27.8
5.9	2	1.0	28.8
5.8	7	3.5	32.3
5.7	7	3.5	35.8
5.6	6	2.9	38.7
5.5	7	3.5	42.2
5.4	4	1.9	44.1
5.3	4	1.9	46.0
5.2	4	1.9	47.9
5.1	3	1.5	49.4
5.0	4	1.9	51.3
4.9	7	3.5	54.8
4.8	2	1.0	55.8
4.7	12	6.1	61.9
4.6	5	2.5	64.4
4.5	5	2.5	66.9
4.4	6	2.9	69.8
4.3	3	1.5	71.3
4.2	13	6.6	77.9
4.1	4	1.9	79.8
4.0	7	3.5	83.3
3.9	7	3.5	86.8
3.8	1	.5	87.3
3.7	3	1.5	88.8
3.6	4	1.9	90.7
3.5	6	2.9	93.6
3.4	3	1.5	95.1
3.3	3	1.5	96.6
3.2			
3.1	1	.5	97.1
3.0-	6	2.9	100.0
Number	202		

#Grade Placement at Time of Testing

%iles	
75th	6.1
50th	5.0
25th	4.2

TABLE: 1.4.29 ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIFTH GRADE (MAY, 1969) AND SIXTH GRADE (MAY, 1970) FOR FALL 1969 SIXTH GRADE TITLE I PUPILS WHO RECEIVED COMPENSATORY READING, GUIDING TEACHER AND OTHER COMPENSATORY SERVICES IN SEVEN INTENSIVE SERVICES ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Intermediate I, Form X (Grade 5); and Intermediate II, Form W (Grade 6)

Actual Change: Grade 6 Test G.P. - Grade 5 Test G.P.

Adjusted Change: $\frac{\text{Grade 5 Actual G.P.}}{\text{Grade 5 Test G.P.}}$ (Grade 6 Test G.P. - Grade 5 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between Grades 5 and 6					
	Actual			Adjusted		
	Number	Per Cent	Cumulative Per Cent	Number	Per Cent	Cumulative Per Cent
+3.0+	1	.5	.5	15	7.6	7.6
+2.9				2	1.0	8.6
+2.8				4	1.9	10.5
+2.7	1	.5	1.0	1	.5	11.0
+2.6				1	.5	11.5
+2.5				1	.5	12.0
+2.4	1	.5	1.5	6	2.9	14.9
+2.3	1	.5	2.0	2	1.0	15.9
+2.2	2	1.0	3.0	3	1.5	17.4
+2.1	1	.5	3.5	6	2.9	20.3
+2.0	4	1.9	5.4	6	2.9	23.2
+1.9	4	1.9	7.3	8	3.9	27.1
+1.8	1	.5	7.8	7	3.5	30.6
+1.7	8	3.9	11.7	7	3.5	34.1
+1.6	7	3.5	15.2	6	2.9	37.0
+1.5	12	5.9	21.1	9	4.4	41.4
+1.4	9	4.4	25.5	6	2.9	44.3
+1.3	10	4.9	30.4	8	3.9	48.2
+1.2	11	5.5	35.9	8	3.9	52.1
+1.1	9	4.4	40.3	10	4.9	57.0
+1.0#	13	6.6	46.9	6	2.9	59.9
+0.9	12	5.9	52.8	11	5.5	65.4
+0.8	10	4.9	57.7	7	3.5	68.9
+0.7	14	6.9	64.6	9	4.4	73.3
+0.6	13	6.6	71.2	12	5.9	79.2
+0.5	13	6.6	77.8	9	4.4	83.6
+0.4	9	4.4	82.2	4	1.9	85.5
+0.3	7	3.5	85.7	3	1.5	87.0
+0.2	4	1.9	87.6	2	1.0	88.0
+0.1	3	1.5	89.1	1	.5	88.5
0.0	22	10.9	100.0	22	10.9	99.4
Number	202			202		
%iles						
75th	1.4			1.9		
50th	0.9			1.2		
25th	0.5			0.6		

#Time Interval Between Testing Periods

CHAPTER 2

INSTRUCTIONAL SERVICES: CORRECTIVE MATHEMATICS

The purpose of the mathematics component was the improvement of pupils' rate of progress in mathematics. This purpose was to be accomplished, as in the language component, through two avenues of approach. The first was the reinforcing of classroom mathematics instruction by means of specialist teachers, through whom assistance, knowledge, and techniques related to the teaching of mathematics to disadvantaged pupils would be channeled to classroom teachers. The second, no less important, was the establishing of groups in which children achieving substantially below the appropriate level in mathematics would receive special, additional instruction.

In this chapter, the first section furnishes basic information in profile form relating to the component. The evaluation of pupils' progress in mathematics by means of pre-post tests follows in Section 2.2, together with recommendations concerning this component. Sections 2.3 through 2.5 provide a description of the component. A questionnaire to compensatory mathematics teachers regarding the teaching of mathematics in Title I schools is reported in Section 2.6

2.1 PROFILE OF CORRECTIVE MATHEMATICS COMPONENT

The component of the ESEA Title I Project entitled "Instructional Services: Corrective Mathematics" was in operation from September 1, 1969 to August 31, 1970.

Schools. This component operated in the same schools and the same grades as the language development component, namely Grades K-6 in the ten elementary schools and four receiving schools included in the Title I project. These schools are listed on page 1-1.

Pupils. The total population of the Title I schools, numbering 6,683 pupils, was included in the mathematics component. These pupils, in addition to the characteristics listed in the chapter on the language development component (page 1-2), also showed the following characteristics related to their need for special instruction in mathematics:

Achievement significantly below grade level in other skill areas

Low level in non-verbal functioning

Poor performance on standardized tests

Selection of Pupils for Special Instructional Services in Mathematics. The criteria of selection of pupils for special mathematics programs were similar to those used for selection of participants in the corresponding special reading programs. Selection for compensatory math classes was based on retardation of one or more years in mathematics, as measured by standardized tests, and evidence of ability to benefit from additional help. Selection was to start at the second grade and proceed upwards until the compensatory mathematics classes had their full enrollment of 60 pupils. The selection of pupils for special mathematics services from guiding teachers was based on membership in one of the classes exhibiting the heaviest concentrations of pupils with deficiencies in mathematics, the classes which had priority in receiving service from guiding teachers. Selection of pupils for individualized instruction within these classes was based on demonstration of need for special help and evidence of ability to profit by it.

Budgeted Cost. The cost of this component was budgeted at $485,970. The estimated cost per pupil was $72.72.

Input: Personnel

Thirteen guiding teachers in mathematics, assigned to schools in proportion to their enrollment, to work in classrooms having the heaviest concentrations of students with difficulties in mathematics, assisting teachers in developing techniques and materials for the improvement of mathematics instruction and giving special individualized instruction in corrective mathematics to members of these classes according to need

Ten compensatory teachers in mathematics, one to each school, each serving 60 pupils in groups of ten, to provide corrective mathematics in a "pull-out" program

Thirty-five paraprofessionals in mathematics, assigned on the basis of one paraprofessional to each compensatory mathematics teacher and more than one to most guiding teachers in mathematics, with both compensatory mathematics teachers and guiding teachers relying heavily on paraprofessionals for reinforcement and other follow-up activities with pupils

Input: Procedures

Analysis and diagnosis, by compensatory mathematics teachers, guiding teachers in mathematics, and classroom teachers, of pupils' mathematics status and needs, leading to the formulation of a learning profile for each pupil selected for corrective mathematics services, with focus of service to pupils by all three teachers on diagnosing areas of weakness and devising corrective strategies

Compensatory mathematics teachers' strategy to center on the concepts of the new mathematics and on use of manipulative materials and puzzle approaches, while guiding teachers to work on motivational activities to strengthen particular mathematics skills, both depending greatly on aides for follow-up

Input: Equipment and Materials. Budgeted expenditure for teaching materials and supplies was $8,008. There was no input of equipment, but Title I equipment from the three preceding years was available for use.

Stated Goals and Objectives

Improving classroom performance in other skill areas beyond usual expectations

Improving performance as measured by standardized achievement tests

Improving children's non-verbal functioning

Performance Objectives

Raising the performance level of program participants in excess of the norm of one month for each month of instruction in the program

Raising the median and/or mean gain of program participants in mathematics by .8 of a year during the seven months of instruction between pre- and post-tests as measured by the Stanford Achievement Tests

Distinctive Elements

Introduction of substantial services in mathematics for the first time this year, with guiding teachers in mathematics and compensatory mathematics teachers providing services in mathematics that were similar to the services provided in reading by the specialist teachers in the area of language development

Guiding teacher and school staff development specialist concepts

Combination of assistance and in-service to classroom teachers by guiding teachers, with individualized instruction, in these classrooms, for pupils with particular learning needs

"Pull-out" compensatory concept

Reliance on paraprofessionals for follow-up activities

Emphasis on individual diagnosis and remediation strategies

Evaluation of Project

Implementation. The pupils actually taking part in this component were the same pupils with the same characteristics described in the Project Proposals and on pages 1-2 and 2-1 of this Report, as far as the ten Title I schools were concerned, namely the total population of the ten Title I schools in Grades K-6.

Actual input to this component did not differ from proposed input except in certain respects that would not be considered vital. Of these exceptions, the time-lag in filling certain specialized positions owing to late funding, and the delay in actual receipt of certain materials and supplies, attributable to a lengthy process of requisitioning, have been described more fully in Chapter 1, page . The third exception consisted in the fact that the compensatory mathematics services to be provided by compensatory reading teachers in the receiving schools were of much lesser extent than had been contemplated in the Proposals. The probable reason for this was that compensatory teachers in the receiving schools considered the needs of their pupils in reading more urgent than their needs in mathematics. It should be added that the space problems in some schools noted in Chapter 1 affected mathematics groups as well as reading groups.

Restatement of Goals. The goals of the math component are restated in the Proposals as performance objectives, which are susceptible of measurement by standardized tests.

The second performance objective requires restatement in keeping with the testing schedule in its final form, as follows:

> To raise the median and/or mean gain of program participants in mathematics at fifth grade level by .9 of a year during the eight months of instruction between pre-tests and post-tests, and at fourth grade level by 1.0 year during the 9 months of instruction between pre- and post-tests.

Objectives were not set for performance on the diagnostic test in mathematics used at Grades Two and Three since this was the first year of experience with this test. At present this test yields results in raw scores only.

Evaluation Strategy. The measuring instruments and the strategy described below were selected for the evaluation of the mathematics component:

Section	
2.2	Pre-post comparison of test results of all pupils in Grades Four and Five on the arithmetic subtests of the Stanford Achievement Test administered pre-post. For fourth grade pupils, the May 1969 administration of these tests was used as a pre-test. Fifth grade pupils were pre-tested on the appropriate level of the same instrument in September 1969. Pupils at both grade levels were post-tested on this instrument in May 1969.
2.2	Pre-post comparison of test results of all pupils in Grades Two and Three in Title I schools, obtained on the mathematics diagnostic test in October 1969 (pre) and May 1970 (post).
2.2	Analysis of results of both sets of tests in the following categories: All pupils in Grades Two through Five in Title I schools Pupils receiving mathematics instruction from classroom teachers only Pupils in "pull-out" compensatory mathematics classes Pupils identified for special instruction from guiding teachers in mathematics Title I pupils in four receiving schools
2.6	Findings of questionnaire administered to compensatory mathematics teachers

2.2 EVALUATION BY PRE-POST MATHEMATICS TESTS

SUMMARY TABLES OF ARITHMETIC TEST SCORES BY TYPE OF INSTRUCTION

Introduction. These summary tables present the findings from the pre-post testing program in order to determine which grades benefited most from ESEA Title I programs in arithmetic, as well as to identify which type of instruction produced the greatest gain at each grade level.

The following tables, I-M through IV-M, display the median, 75th percentile, and 25th percentile pre-test and post-test scores in arithmetic for ESEA Title I schools and receiving schools, and for the three instructional categories within the Title I schools: (1) Classroom Teacher Instruction Only, (2) Compensatory Mathematics Program, and (3) Guiding Teacher Groups.

Pupils in Grades 4 and 5 were tested on the arithmetic sections of the Stanford Achievement Test. At Grade 4, pre-tests were given in May 1969; pre-tests for Grade 5 were given in September 1969. Pupils in both grades were post-tested in May 1970. The elapsed time between tests was 1.0 year at Grade 4 and .8 of a year at Grade 5. Grade 6 was not tested.

Pupils in Grades 2 and 3 received a District-devised mathematics diagnostic test in October 1969 and May 1970. Since this test is not standardized and does not have grade equivalent scores, raw scores are reported for these grades on this test.

Procedure for Using the Tables

Table I-M enables the reader to determine at what grades (2 and 3) and by what instructional categories did the greatest increase in raw score on the District-devised mathematics diagnostic test occur. The table permits this analysis at the 75th percentile, median, and 25th percentile points.

Table II-M enables the reader to determine at what grades (4 and 5) and by what instructional category did the grade equivalent gains in arithmetic computation, arithmetic concepts, and arithmetic applications at the median exceed or equal the elapsed time (1.0 at Grade 4 and .8 at Grade 5).

Table III-M facilitates the same analysis for the 75th percentile. Table IV-M, for the 25th percentile.

Arithmetic Scores on District Mathematics Diagnostic Test, Grades 2 and 3 (Summary Table I-M)

This table presents the median, 75th percentile, and 25th percentile raw scores on the District-devised mathematics diagnostic test for Grades 2 and 3. No comparisons to national norms are possible.

The table indicates that each grade level had the greatest raw score gain at the median, 75th percentile, and 25th percentile from the compensatory program type of instruction.

Median Arithmetic Scores, Grades 4 and 5 (Summary Table II-M)

These arithmetic tests had two sections (Computation and Concepts) at the level used for pre-testing at Grade 4, and three sections (Computation, Concepts, and Applications) at the levels used for post-testing at Grade 4 and for pre- and post-testing at Grade 5. Gains at the median can be examined in these sections, but no computation of gains on the Applications test can be made for Grade 4. The following gains equalled or exceeded elapsed time (1.0 at Grade 4 and .8 at Grade 5):

Computation Section
Grade 4: Classroom Teacher Instruction Only (+1.0)
Compensatory Program (+1.3)
Guiding Teacher Groups (+1.0)
No test scores available for receiving school pupils

Grade 5: Total Pupils in 10 Title I Schools (+.9)
Classroom Teacher Instruction Only (+.9)
Compensatory Program (+1.1)
Guiding Teacher Groups (+1.2)

Concepts Section
Grade 4: Classroom Teacher Instruction Only (+1.1)
Compensatory Program (+1.1)
No test scores available for receiving school pupils

Grade 5: Total Pupils in 10 Title I Schools (+1.3)
Classroom Teacher Instruction Only (+1.6)
Compensatory Program (+1.7)
Guiding Teacher Groups (+1.6)
Title I Pupils in 4 Receiving Schools (+1.0)

Applications Section (Grade 5 only)

None

75th Percentile Arithmetic Scores, Grades 4 and 5 (Summary Table III-M)

Gains at the 75th percentile can also be examined in the three sections of this test. The following gains at the 75th percentile equalled or exceeded the elapsed time (1.0 at Grade 4 and .8 at Grade 5):

Computation Section

Grade 4: Classroom Teacher Instruction Only (+1.2)
Compensatory Program (+1.3)
No test scores available for receiving school pupils

Grade 5: Total Pupils in 10 Title I Schools (+1.3)
Classroom Teacher Instruction Only (+1.1)
Compensatory Program (+1.3)
Guiding Teacher Groups (+1.4)
Title I Pupils in 4 Receiving Schools (+.8)

Concepts Section

Grade 4: Total Pupils in 10 Title I Schools (+1.6)
Classroom Teacher Instruction Only (+2.1)
Compensatory Program (+2.0)
Guiding Teacher Groups (+1.0)
No test scores available for receiving school pupils

Grade 5: Total Pupils in 10 Title I Schools (+1.4)
Classroom Teacher Instruction Only (+1.2)
Compensatory Program (+2.3)
Guiding Teacher Groups (+1.7)

Applications Section (Grade 5 only)

Grade 5: Guiding Teacher Groups (+.8)

25th Percentile Arithmetic Scores, Grades 4 and 5 (Summary Table IV-M)

In the three sections of this test, the following gains at the 25th percentile equalled or exceeded the elapsed time (1.0 at Grade 4 and .8 at Grade 5):

Computation Section

Grade 4: Compensatory Program (+1.4)
Guiding Teacher Groups (+1.2)
No test scores available for receiving school pupils

Grade 5: Total Pupils in 10 Title I Schools (+1.0)
Compensatory Program (+1.2)
Guiding Teacher Groups (+.9)

Concepts Section

Grade 5: Compensatory Program (+.8)
Guiding Teacher Groups (+1.0)

Applications Section (Grade 5 only)

None

Approximation of Pupils' Scores to Grade Level at 75th Percentile

For fourth and fifth grade pupils taken as a total population, the distances at the 75th percentile between the scores achieved and the score that is considered to represent attainment of grade level on tests of arithmetic computation and concepts are as follows:

	Scores of Pupils at 75th Percentile	Score Representing Attainment of Grade Level	Distance from Grade Level
Computation at Grade 4	4.5	4.8	- .3 of a year
Concepts at Grade 4	4.6	4.8	- .2 of a year
Computation at Grade 5	5.7	5.8	- .1 of a year
Concepts at Grade 5	5.7	5.8	- .1 of a year

SUMMARY TABLE I-M

PRE-TEST (OCTOBER 1969) AND POST-TEST (MAY 1970) SCORES ON DIAGNOSTIC TEST IN MATHEMATICS FOR SECOND AND THIRD GRADE PUPILS IN TEN ESEA TITLE I SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

Raw Scores	MEDIAN TEST SCORES, BY TYPE OF INSTRUCTION											
Grade and Level of Test	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
Grade 2 Level B	18	29	+11	19	29	+10	17	31	+14	18	27	+ 9
N		(667)			(428)			(173)			(66)	
Grade 3 Level C	17	25	+ 8	17	25	+ 8	16	26	+10	16	24	+ 8
N		(680)			(453)			(175)			(52)	
	75th PERCENTILE TEST SCORES											
Grade 2 Level B	24	35	+11	26	36	+10	20	35	+15	22	33	+11
N		(667)			(428)			(173)			(66)	
Grade 3 Level C	21	29	+ 8	22	30	+ 8	18	29	+11	19	29	+10
N		(680)			(453)			(175)			(52)	
	25th PERCENTILE TEST SCORES											
Grade 2 Level B	13	24	+11	13	22	+ 9	13	27	+14	14	19	+ 5
N		(667)			(428)			(173)			(66)	
Grade 3 Level C	13	19	+ 6	11	18	+ 7	13	22	+ 9	11	17	+ 6
N		(680)			(453)			(175)			(52)	

Elapsed Time - .7 Year
SFUSD-ESEA Title I

Maximum Score, Level B - 42
Maximum Score, Level C - 38

SUMMARY TABLE II-M PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) MEDIANS ON ARITHMETIC SUBTESTS OF STANFORD ACHIEVEMENT TEST FOR FOURTH AND FIFTH GRADE ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

	MEDIAN TEST SCORES, BY TYPE OF INSTRUCTION														
	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
Grade 4 Pre: Pri II-W (3.8) Post: Int I-W (4.8) Elapsed Time - 1.0 Year	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	2.9	3.8	+ .9	3.0	4.0	+1.0	2.7	4.0	+1.3	2.8	3.8	+1.0			
Concepts	2.4	3.3	+ .9	2.5	3.6	+1.1	2.2	3.3	+1.1	2.6	3.3	+ .7			
Applications	-	3.4	-	-	3.8	-	-	3.4	-	-	3.4	-			
N		(678)			(570)			(50)			(69)				

Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8) Elapsed Time - .8 Year	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	3.6	4.5	+ .9	3.7	4.6	+ .9	3.5	4.6	+1.1	3.3	4.5	+1.2	3.9	4.5	+ .6
Concepts	3.0	4.3	+1.3	3.0	4.6	+1.6	2.3	4.0	+1.7	2.7	4.3	+1.6	3.0	4.0	+1.0
Applications	3.4	3.9	+ .5	3.6	4.2	+ .6	3.2	3.8	+ .6	3.2	3.9	+ .7	3.8	4.1	+ .3
N		(584)			(471)			(56)			(72)			(64)	

SUMMARY TABLE III-M PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) 75th PERCENTILES ON ARITHMETIC SUBTESTS OF STANFORD ACHIEVEMENT TEST FOR FOURTH AND FIFTH GRADE ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

	75th PERCENTILE TEST SCORES, BY TYPE OF INSTRUCTION														
Grade 4 Pre: Pri II-W (3.8) Post: Int I-W (4.8) Elasped Time - 1.0 Year	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	3.6	4.5	+0.9	3.7	4.9	+1.2	3.1	4.4	+1.3	3.1	4.0	+ .9			
Concepts	3.0	4.6	+1.6	3.1	5.2	+2.1	2.6	4.6	+2.0	3.0	4.0	+1.0			
Applications	-	4.0	-	-	4.7	-	-	3.9	-	-	3.8	-			
N		(678)			(570)			(50)			(69)				

Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8) Elapsed Time - .8 Year	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	4.4	5.7	+1.3	4.5	5.6	+1.1	3.8	5.1	+1.3	3.9	5.3	+1.4	4.4	5.2	+ .8
Concepts	4.3	5.7	+1.4	4.6	5.8	+1.2	2.7	5.0	+2.3	4.0	5.7	+1.7	4.6	5.2	+ .6
Applications	4.2	5.1	+ .9	4.4	5.3	+ .9	3.6	4.1	+ .5	3.9	4.7	+ .8	4.4	5.1	+ .7
N		(584)			(471)			(56)			(72)			(64)	

San Francisco Unified School District
ESEA Title I

SUMMARY TABLE IV-M PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) 25th PERCENTILES ON ARITHMETIC SUBTESTS OF STANFORD ACHIEVEMENT TEST FOR FOURTH AND FIFTH GRADE ESEA TITLE I PUPILS IN TEN ESEA TITLE I SCHOOLS AND FOUR RECEIVING SCHOOLS, BY GRADE LEVEL AND BY TYPE OF INSTRUCTION

	25th PERCENTILE TEST SCORES, BY TYPE OF INSTRUCTION														
	Total Pupils in Ten Title I Schools			Classroom Teacher Instruction Only			Compensatory Program			Guiding Teacher Groups			Title I Pupils in Four Receiving Schools		
Grade 4 Pre: Pri II-W (3.8) Post: Int I-W (4.8) Elapsed Time - 1.0 Year	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	2.4	3.1	+ .7	2.4	3.3	+ .9	2.2	3.6	+1.4	2.3	3.5	+1.2			
Concepts	2.0	2.5	+ .5	1.8	2.7	+ .9	1.8	2.7	+ .9	2.2	2.5	+ .3			
Applications	-	3.0	-	-	3.2	-	-	2.9	-	-	3.0	-			
N		(678)			(570)			(50)			(69)				

Grade 5 Pre: Int I-W (5.0) Post: Int I-W (5.8) Elapsed Time - .8 Year	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
SUBTESTS															
Computation	2.7	3.7	+1.0	3.3	3.8	+ .5	2.7	3.9	+1.2	2.9	3.8	+ .9	3.6	4.0	+ .4
Concepts	2.3	3.0	+ .7	2.7	3.0	+ .3	2.2	3.0	+ .8	2.3	3.3	+1.0	2.5	3.0	+ .5
Applications	2.9	3.2	+ .3	3.0	3.4	+ .4	2.9	3.4	+ .5	2.9	3.4	+ .5	3.2	3.6	+ .4
N		(584)			(471)			(56)			(72)			(64)	

San Francisco Unified School District
ESEA Title I

RECOMMENDATIONS

The greater part of the recommendations made in connection with the language development component apply equally to the mathematics component. These are the following:

> That each school in the Project develop its own propsals for the instructional components
>
> That a more exact definition of the role, responsibilities, and accountability of classroom teachers and specialist teachers be considered
>
> That consideration be given to the means of acquiring more information about methodology in use in the schools and its relation to achievement
>
> That optimum conditions for testing be provided and that pupils be familiarized with the format of the tests in use
>
> That schools be discouraged from assigning pupils to more than one pull-out program
>
> That ordering procedures be reviewed to discover whether this process can be made more expeditious

In addition, certain recommendations peculiar to the mathematics component are offered as follows:

> It is recommended that the instructional methods used in compensatory and guiding teacher groups be given wider circulation and that such of these methods as are appropriate for classes of normal size be urged upon classroom teachers.
>
> It is also recommended that the diagnostic test in mathematics, constructed by the ESEA Title I staff and used in grades Two and Three in 1969-70 for purposes of diagnosis as well as for pre- and post- testing, be expanded to include one or more of the intermediate grades.
>
> It is recommended finally, that for assessing achievement, some use be made of tests related to the actual content of instruction at grade levels not covered by the diagnostic test.

2.3 DESCRIPTION OF MATHEMATICS COMPONENT: ORGANIZATION AND PERSONNEL

Special services in mathematics were provided on an extensive scale for the first time in the school year 1969-70 under ESEA Title I. Although the mathematics component had no guidance from experience of its own in this first year of its existence, it was able to draw upon the organizational patterns, selection procedures, and background of experience gained in the language development component over the past three and one-half years.

In organization and personnel, the mathematics component functioned as the counterpart of the language component, described in Chapter 1, with the same two-pronged purpose of upgrading the achievement of pupils through increasing the effectiveness of their classroom instruction, and furnishing more intensive assistance for pupils in need of it. Briefer description of it will be possible, then, since the pattern of services was similar to that provided in the reading component.

Specialist Personnel. The specialist personnel functioning under this component were the guiding teachers in mathematics and the compensatory mathematics teachers. Guiding teachers in mathematics had the two-fold task of elevating the level of classroom instruction by assistance and in-service to teachers, frequently in an organizational scheme approximating team-teaching, and giving individualized instruction to pupils identified for special tutelage. Compensatory mathematics teachers taught pupils with mathematics deficiencies in pull-out groups. Each compensatory teacher served a total of 60 pupils in pull-out groups of ten, with each group receiving 30 minutes of instruction daily. These teacher specialists in mathematics were master teachers, experienced, with special competence in mathematics and in the teaching of disadvantaged pupils.

The school staff development specialist, leader and coordinator of the Title I program at school site, was in the same relationship to guiding teachers in mathematics and to compensatory mathematics teachers as to the teacher specialists in reading, providing in-service to guiding teachers in mathematics, directing pupils to the appropriate services, and coordinating all elements of the program, including those subsumed under the mathematics and reading components.

One meeting of compensatory mathematics teachers was observed in which puzzle-type activities and new materials were introduced by a member of the Title I resource staff, with opportunity provided for teachers to present to the whole group games and materials they had created, and time allotted for informal discussion. It could be said that a great deal of information of value was fitted into these two hours, that the discussion was well-focused, and that the level of interest evident in the assembled group was exceptional for teachers' meetings. It is worth adding that interest was maintained, not by extraneous factors, but by the matter presented and the desire of the group to refine and strengthen their skills.

Paraprofessionals in Mathematics. Paraprofessionals were assigned to specialist teachers in mathematics in larger numbers than to specialist teachers in reading. One paraprofessional was assigned to each compensatory mathematics teacher and more than one to each guiding teacher in mathematics. Considerable reliance was to be placed on paraprofessionals for drill and other follow-up activities in mathematics, and they were to work with children individually and in small groups.

Expectations in this respect appear to have been realized to a moderate degree, judging by results of a questionnaire to compensatory mathematics teachers, reported in Section 2.7, in which 60 per cent of compensatory mathematics teachers considered that their aides had been very useful to their teaching program, while 40 per cent considered that they had been somewhat useful.

2.4 DESCRIPTION: PROCEDURES

Title I requirements in mathematics methods are comprehensive -- use of the "new math", with emphasis on teaching for concepts and fundamental principles, through a discovery method, making extensive use of concrete, manipulative materials, puzzles and games, together with provision for diagnosis and remediation in the case of pupils with mathematics deficiencies. In effect, these requirements summarize an entire, self-contained approach to the teaching of elementary school mathematics, defining the basic purpose and prescribing the means by which the purpose is to be accomplished. Definition of the teaching task in mathematics is feasible because, for practical purposes in the Title I schools, there is little disagreement of a fundamental nature over the teaching of mathematics -- little dispute over the use of methods differing one from another in any radical sense.

Teaching Strategies. The "new math" approach was widely used in classrooms, and was specifically prescribed for specialists' groups. It stresses the essential meaning, the fundamental principles, of mathematics, rather than presenting mathematics as a series of mechanical operations initially learned by rote without regard to underlying concepts.

Accordingly, Title I called for teaching strategies that would place primary stress on pupils' mastery of mathematical concepts and principles, on their training in mathematical thinking. To this end, it emphasized the use of concrete materials in teaching. Graphic representation as such has considerable value in all areas of teaching for the impression it makes on pupils and for the innocuous sugar-coating it can spread over the educational process. Quite apart from this, however, the use of concrete materials in the teaching of mathematics can effect considerable economy of time and wordage. It also makes it possible for pupils to comprehend relatively advanced concepts at earlier ages than if these concepts are presented through verbal explanation.

A discovery approach to instruction was prescribed for reasons that are not far to seek. The observation of particulars leading to the apprehension of universals is essential to a method that teaches for understanding of the logical structure of mathematics rather than for mechanical facility in performing mathematical operations. Apart from this, it is an educational method of long standing and known efficacy. It calls into play the higher mental abilities and it creates the sort of impact in the mind of the learner that facilitates quicker absorption and longer retention. Those principles discovered personally by the learner are more likely to be understood and remembered than those retailed by the teacher as foregone conclusions.

Manipulation of materials by pupils individually was also stressed for its value as an aid to learning, as a vehicle for the discovery and understanding of basic concepts and the exploring of their varying applications.

Considerable use was made of games and puzzles for their obvious utility in arousing interest and curiosity, in putting across learning in a pleasing guise, and in some cases, in assisting the discovery process.

They also had value for reinforcing concepts and operations already taught -- a varied and painless form of drill, free from the stultifying effects of monotonous repetition.

In the extremely rapid change taking place in our times and expected to accelerate further in the near future, it is, in a very real sense, impossible to plan the detailed content of instruction by anticipation of what knowledge and skills pupils will need when they reach adulthood ten or fifteen years hence. In these circumstances it is considered that teaching focused on grasp of basic principles is the most practical approach to education, for by this means pupils will have greater adaptability and flexibility, will be able to work out specific applications required by changing times and needs, will be more easily able to retool their store of skills and knowledge on all levels. That which has long been the goal and the guiding principle of all quality education now becomes a pressing practical necessity, and the importance of ensuring it for all children to the utmost limit of their ability cannot easily be exaggerated.

In this connection, it has been suggested that disadvantaged children especially should be taught on as abstract a plane as possible, and that they should be taught mathematics in particular at a much more advanced level, age for age, than is now customary in elementary and secondary schools. The rationale for this is that the abstract nature of mathematics and its relative independence of verbal ability make it an ideal means for tapping directly the intelligence, the interest, and the desire to learn of disadvantaged children, and of giving them the confidence, the motivation, and the favorable attitude towards school and towards learning that will carry over into better achievement in other areas of study.

Diagnostic Test. A diagnostic test in mathematics was constructed by the Title I resource staff in the fall of 1969, based on the curriculum developed by the Statewide Mathematics Advisory Committee, as embodied in the publication Mathematics Program, K-8, 1967-1968 Strands Report. Neither simplified nor watered-down for urban pupils, the content, sequence, and expectations set forth in this curriculum are those developed for the benefit of all California school districts. Anchored in this framework, the diagnostic test may be said to exhibit curricular validity.

Constructed on two levels -- Level B for the second grade and Level C for the third grade -- this instrument was administered at these two grade levels early in the school year, both for diagnostic purposes and, as a pre-test of achievement, for establishing baseline data. It was readministered as a post-test in May 1970. This test had the important advantage that the time required for administration represented only a relatively brief interruption of the teaching program. At present, this instrument yields raw scores only.

Not only was this test well received by teachers of Grades Two and Three, but numerous requests were made that it be extended by means of additional levels for use in the intermediate grades.

Diagnosis and Remediation. The diagnostic profiles maintained by the specialist teachers had the useful feature of being partially in the form of checksheets, involving a minimum of exertion on the part of teachers. A very large number of entries on these mathematics profiles indicated that children were unable to handle written verbal problems because of their poor reading ability. A fairly good number of profiles indicated that children had attained grade level in certain areas of mathematics, with grade level presumably defined as in the set of grade level expectations* given to teachers for their guidance in making entries on profiles.

Title I Resource Materials. Useful mimeographed materials for the information of teachers and for classroom use were prepared by the Title I resource staff. These included games, puzzle-type classroom activities, and suggestions for various means of presenting unexpected number relationships. These were not so much the relatively obvious games which can be devised for drill in number facts and the like -- useful, but often extrinsic to the reinforcement sought. They were, rather, games and puzzles which depended on the discovery or exploration of concepts and relationships. These were carefully adjusted to the practical, immediate needs of Title I classes. Since these should be seen to be appreciated, a few examples are provided on pages 2-20 and 2-21.

Instructional Materials. In the operation of the mathematics component, it was observed that materials were in use in considerable variety during the year, both for lessons and for free-time activity. These aids to instruction might be said to be examples of the manner in which a selection of comparatively inexpensive materials can make a contribution to a successful teaching program well out of proportion to their cost. Among them were the following:

Singer Kits
**Wirtz Materials
AA Drill and Practice Kits
Lola May Enrichment Books

**Attribute Games
Beads
Beansticks
Bead Ten-Frames

**Cuisenaire Rods
Dominoes
Math Bingo
Number Lines
**Open-end Abacus
**Pattern Blocks
Pegboards
Squared Paper
**Tangrams
Workshop Worksheets

**Starred items were those which specialist teachers found to be most valuable to their programs.

---

*From the publication of the California Association of County Superintendents of Schools entitled Implementing Mathematics Programs in California, A Guide, K-8

1. THE MAGIC NINE

2 X 9 = 18
3 X 9 = 27
4 X 9 = 36
5 X 9 = 45
6 X 9 = 54
7 X 9 = 63
8 X 9 = 72
9 X 9 = 81

Many people think that there is magic in numbers. If there is a magic number, truly it is 9. Let us see some of the magic of this number.

Look at the table of 9's shown here. The first answer (2 X 9) is 18. If you add the 1 and 8, the sum is 9. The next answer (3 X 9) is 27. If you add 2 and 7, the sum again is 9.

Look at the other answers. Is the sum always 9?

2. NIFTY NINES

A. Have children call out 2-digit numbers. Reverse the digits and subtract the smaller from the larger.

$$\begin{array}{ccccc} 31 & 72 & 65 & 84 & 96 \\ \underline{13} & \underline{27} & \underline{56} & \underline{48} & \underline{69} \\ 18 & 45 & 9 & 36 & 27 \end{array}$$

Continue in this way until some might become aware of the pattern. Then put the answers in order in a column and see if they can note the pattern. Let them try some.

$$\begin{array}{r} 9 \\ 18 \\ 27 \\ 36 \\ 45 \end{array}$$

B. Write rows a and b. Leave a space between.

$$\text{a.}\quad \begin{array}{cccccccc} 91 & 92 & 93 & 94 & 95 & 96 & 97 & 98 \\ \underline{19} & \underline{29} & \underline{39} & \underline{49} & \underline{59} & \underline{69} & \underline{79} & \underline{89} \\ 72 & 63 & 54 & 45 & 36 & 27 & 18 & 9 \end{array}$$

$$\text{b.}\quad \begin{array}{ccccccc} 81 & 82 & 83 & 84 & 85 & 86 & 87 \\ \underline{18} & \underline{28} & \underline{38} & \underline{48} & \underline{58} & \underline{68} & \underline{78} \\ 64 & 54 & 45 & 36 & 27 & 18 & 9 \end{array}$$

Then reverse each 2-digit number and subtract the smaller from the larger until the children can begin to see the pattern. It can be continued until the children become quite familiar with it.

C. Write row a.

$$\text{a.}\quad \begin{array}{ccccccc} 31 & 42 & 53 & 64 & 75 & 86 & 97 \\ \underline{13} & \underline{24} & \underline{35} & \underline{46} & \underline{57} & \underline{68} & \underline{79} \\ 18 & 18 & 18 & 18 & 18 & 18 & 18 \end{array}$$

Reverse and subtract. Can the students see the pattern?
DIFFERENCE OF TWO

What happens with 2-digit numbers having a difference of 3? difference of 4? 5?

3. CURIOUS NUMBER NINE

A. Suppose we write our 9 numbers, 1 to 9, and add: 1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 = _____. Now add the two numbers you get in your answer.

B. Write any number, small or large, say 2756. Change the figures around in any way you wish, say 5726. Then subtract the smaller from the larger. Add the numbers in your answer. If the total is a 2-place number, add the two numbers. The answer always is 9.

$$\begin{array}{r} 5726 \\ \underline{-2756} \\ 2970 \end{array}\quad 2 + 9 + 7 + 0 = 18 \qquad\qquad \begin{array}{r} 86532 \\ \underline{-25863} \\ 60669 \end{array}\quad 6 + 0 + 6 + 6 + 9 = 27$$

$$1 + 8 = \ 9 \qquad\qquad\qquad\qquad 2 + 7 = \ 9$$

4. THE DISAPPEARING NINE

A. No matter how many times you add 9 to itself, the sum of the figures in the answer is always 9.

$\begin{array}{r}9\\+9\\\hline 18\end{array}$ 1 + 8 = 9 $\begin{array}{r}9\\9\\+9\\\hline 27\end{array}$ 2 + 7 = 9 $\begin{array}{r}9\\9\\9\\+9\\\hline 36\end{array}$ 3 + 6 = 9

B. Now watch the 9's disappear!

Let us add any other number to a column of 9's. This time the sum of the figures in the answer is not 9. It is the other number added.

$\begin{array}{r}9\\+6\\\hline 15\end{array}$ 1 + 5 = 6 $\begin{array}{r}9\\9\\+3\\\hline 21\end{array}$ 2 + 1 = 3 $\begin{array}{r}9\\9\\9\\+7\\\hline 34\end{array}$ 3 + 4 = 7

5. THE PERSISTENT NINE

Multiply any number by 9. Then add the figures in your answer. If this sum is not a 1-place number, add its figures. Continue adding until you do get a 1-place number. It will always be 9!

$\begin{array}{r}26\\X9\\\hline 234\end{array}$ 2 + 3 + 4 = 9 $\begin{array}{r}126\\X9\\\hline 1134\end{array}$ 1 + 1 + 3 + 4 = 9 $\begin{array}{r}572\\X9\\\hline 5148\end{array}$ 5 + 1 + 4 + 8 =18

1 + 8 = 9

Test this rule with numbers of your own choice.

$\begin{array}{r}78,695\\X9\\\hline 708255\end{array}$ 7 + 0 + 8 + 2 + 5 + 5 = 27

2 + 7 = 9

6. SUBTRACTION PRACTICE GAME

3 DIGITS

A. Given 698

Step 1 $\begin{array}{r}986\\-689\\\hline 297\end{array}$ Step 2 $\begin{array}{r}972\\-279\\\hline 693\end{array}$ Step 3 $\begin{array}{r}963\\-369\\\hline 594\end{array}$ Step 4 $\begin{array}{r}954\\-459\\\hline 495\end{array}$

B. Given 537

1	2
$\begin{array}{r}573\\-357\\\hline 216\end{array}$	$\begin{array}{r}621\\-126\\\hline 495\end{array}$

C. Given 876

1	2	3	4	5
$\begin{array}{r}876\\-678\\\hline 198\end{array}$	$\begin{array}{r}981\\-189\\\hline 792\end{array}$	$\begin{array}{r}972\\-279\\\hline 693\end{array}$	$\begin{array}{r}963\\-369\\\hline 594\end{array}$	$\begin{array}{r}954\\-459\\\hline 495\end{array}$

Any 3 digits will work out to 495 if order is followed largest to smallest - smallest to largest

4 DIGITS

A. Given 9462

1	2	3	4	5
$\begin{array}{r}9642\\-2469\\\hline 7173\end{array}$	$\begin{array}{r}7731\\-1377\\\hline 6354\end{array}$	$\begin{array}{r}6543\\-3456\\\hline 3087\end{array}$	$\begin{array}{r}8730\\-0378\\\hline 8352\end{array}$	$\begin{array}{r}8532\\-2358\\\hline 6174\end{array}$

B. Given 8516

1	2	3
$\begin{array}{r}8651\\-1568\\\hline 7083\end{array}$	$\begin{array}{r}8730\\-0378\\\hline 8352\end{array}$	$\begin{array}{r}8532\\-2358\\\hline 6174\end{array}$

Any 4 digits when arranged in correct order will work out to 6174

Pull-out Groups. It was observed that, in some cases, pupils in pull-out mathematics groups were missing other important lessons thereby. The same problem arose for children in special reading groups outside of their own classrooms. Regrettably, no way is known of scheduling pull-out classes within the elementary school structure that does not carry this disadvantage for a small number of pupils at the least. The best that can be expected is that, by careful planning and cooperation among all concerned, the disturbance of regular instruction can be held to a minimum.

Implications of Test Data. In pre-post testing, very satisfactory gains were recorded on the subtests of arithmetic computation and concepts at those levels at which standardized test data are available, namely Grades Four and Five. At the 75th percentile, Title I pupils were within a few tenths of grade level on these subtests. At fourth grade, a score of 4.8 in early May represents attainment of grade level. Title I fourth graders at the 75th percentile achieved scores of 4.5 in computation and 4.6 in concepts. At Grade Five, a score of 5.8 in early May similarly indicates attainment of grade level. Fifth graders in Title I schools at the 75th percentile obtained scores of 5.6 in computation and 5.7 in concepts.

The subtest on arithmetic applications did not show changes of the same order on most grade levels. It is probable that in the first year of the mathematics component, with pupils' pre-test scores at low levels, the activities required to improve pupils' understanding of basic concepts and operations absorbed most of the instructional time, leaving little opportunity for working on the applications of mathematics to practical problems, especially textbook problems requiring reading. It might also be observed that textbooks sometimes offer insufficient practice in verbal problems, and pitch them at too high a reading level.

Pupils in compensatory mathematics classes and guiding teacher groups showed pre-post gains on standardized tests generally as great as, or greater than, those of pupils not participating in any special mathematics program. Taking into account the criteria of selection for these groups -- which largely eliminate the more advanced pupils -- these results are especially noteworthy. There may be reason to think that, other things being equal, the test data confer the seal of success on the methods by which mathematics was taught in these groups and indicate that these methods should be used much more extensively by classroom teachers. However, this statement cannot be made in any categorical sense, since it depends on assumptions concerning other factors obtaining in pull-out groups which are not verifiable at present.

The influence of mathematics achievement and gains on progress in reading is not an issue in the Title I project, which pursues a mathematics program for its own sake. However, it may be noted that those pupils who were participating in special mathematics programs and who had collectively shown very satisfactory gains in mathematics computation and concepts were not considered to have shown greater improvement in reading than did the total group of pupils. It was noticed similarly that pupils participating in special reading programs did not show greater gains in mathematics than other pupils.

If nothing else, this fact seems to point to the not too startling possibility that pupils achieve in mathematics as a result of instruction in mathematics, and that they become proficient in reading as a result of instruction in reading rather than in mathematics.

In any case, it would appear that the set of problems involved in the teaching of mathematics in Title I schools is very different from the difficult complex of factors related to the teaching of reading, which, from the start, runs head on into the obstacles created by the linguistic inadequacies of Title I children.

It will be interesting to see what the future may hold in regard to the mathematics component. It is not easy to predict how arduous a task it will be to bring median achievement levels closer to "grade level", and what effect this would have on the pupils in Title I schools -- on their motivation, their sense of self, and their expectations for the future.

2.5 QUESTIONNAIRE TO COMPENSATORY MATHEMATICS TEACHERS

A questionnaire concerning the teaching of mathematics was completed by the ten compensatory mathematics teachers in the Title I schools. Although the number of questionnaires available is small, it represents a 100 per cent response from these specialist teachers and records opinions of considerable interest. Results of this survey are tabulated on page 2-25.

Questions One to Six require simple affirmative or negative responses. Multiple choices were offered in Questions Seven to Eleven, and teachers were invited to mark as many responses as they considered applicable under each item.

ITEM

7 Question Seven asks these specialist teachers which areas of mathematics they consider most difficult for pupils. Nine teachers indicated that the area of arithmetic applications was a difficult one, while five entries showed computation as a problem spot. Only two teachers marked concepts as a troublesome area. These opinions are borne out partially by pre-post test results in mathematics, which showed worthwhile gains, on the whole, in concepts as compared with applications, but also showed substantial gains in computation.

8 Question Eight inquires into specialist teachers' views of the obstacles to children's achievement in mathematics. The obstacle most frequently marked (five indications) was inability to read verbal explanations and problems. This confirms the fact--if confirmation be needed--that, in the ordinary course of events in school, reading deficiency interferes with progress in certain areas of mathematics. Inadequate mastery of basic facts and the feeling that mathematics is too difficult were each indicated to be hindrances by four teachers. Only three indicated lack of interest as a stumbling block. It would appear that the area of agreement among respondents on the impediments to children's progress in mathematics is not large.

9 On Question Nine, which calls for teachers' opinions of how pupils' mathematics deficiencies have arisen, the choices which were indicated with the greatest frequency were "factors in the child," such as inattention or emotional problems, which prevent him from profiting by regular instruction in the classroom, and unsuitability of previous teaching methods for the children in question, each receiving seven indications. "Factors outside the control of the school," such as absenteeism and transiency, received six indications. It is especially noteworthy that only two out of a total of 24 responses to these questions referred to inadequate ability as the root of difficulty with mathematics. To an item asking teachers' opinions of whether pupils in their schools find it easier to learn mathematics than reading, eight replied "Yes" while two made no response.

5 With reference to the necessity for teachers to make lesson materials and worksheets because published materials in existence were not suitable for pupils (Question Five), five teachers replied that this was necessary to a considerable extent, and five that it was not. It would appear that, however great may be the range of materials published and supplied, there remains some need for teachers to produce materials adapted or designed especially for their groups.

11 In response to a question asking teachers to indicate their choices of the best means of evaluating the effects of the compensatory program on pupils (Question Eleven), no choice was made of standardized tests, but seven choices indicated tests constructed by the teacher and six indicated tests constructed by the School District. Six also chose "evaluation by observation of pupils at stated intervals according to predetermined criteria of performance and interest."

6 Responses to Question Six referring to the mathematics diagnostic test constructed by the ESEA resource staff for Grades Two and Three found nine out of the ten respondents in favor of developing additional levels of the test for use in the intermediate grades.

Finally, it would appear that responses to items concerning certain
of the basic conceptions of the program--Questions One, Four, and Ten,
referring to opportunities for "turning children on" to math, to teachers'
access to suitable materials, and to the value of instructional aides--
1 indicate satisfaction on the part of teachers. On Question One, nine
of the compensatory teachers indicated that they felt they had had an
4 opportunity to awaken the interest of children in math. All ten responded
that they had received the materials they needed most. In regard to the
10 value of aides to the instructional program, six considered that their aides
had been very useful while four considered that they had been somewhat
useful.

QUESTIONNAIRE TO COMPENSATORY MATHEMATICS TEACHERS

June 1970
N = 10
Number of Questionnaires
Distributed -- 10

	YES	NO	NO RESPONSE
1. Do you feel that you have had an opportunity to "turn on" any children in math?	9	1	0
2. Does it seem to you that children in Title I schools find math easier than reading?	8	0	2
3. Do you think that effective teaching of math in the Title I schools takes less effort and less class time than effective teaching of reading?	3	5	2
4. Have you received the materials you need most?	10	0	0
5. This year have you found it necessary to make many materials and worksheets because the published materials you know of are not suitable for your groups?	5	5	0
6. Would it be useful to have a math diagnostic test for Grades 4, 5, and 6, similar to the one used this year in Grades 2 and 3?	9	1	0

QUESTIONNAIRE TO COMPENSATORY MATHEMATICS TEACHERS (cont'd)

7. Which areas of math present the greatest difficulty for the children in your school?

Computation	5
Concepts	2
Application	9

8. Which seem to be the greatest obstacles to the math achievement of children in your school?

Lack of interest	3
Feeling that math is too difficult	4
Inadequate mastery of basic facts (combinations)	4
Inability to read explanations and verbal problems	5
Other	3

9. How do you think the math deficiencies of your pupils have arisen?

Inadequate ability	2
Previous teaching by methods not suited to these particular children	7
Factors in the child that prevent him from profiting by regular classroom teaching (inattention, emotional problems poor self-control, etc.)	7
Factors outside the control of the school (absence, transiency, etc.)	6
Other	2

10. Which are the best ways of evaluating the effect of your program on pupils?

Standardized tests	0
Textbook tests	2
Tests constructed by you	7
Tests constructed by the School District	6
Questionnaires to teachers	3
Questionnaires to parents	1
Observation of children at stated intervals according to predetermined criteria of performance and interest	6
Other	2

11. How useful is your aide to your teaching program?

Very	6
Somewhat	4
Not useful	0
No response	0

CHAPTER 3

IN-SERVICE EDUCATION

3.1 PROFILE OF COMPONENT

The in-service education component is one of the four required supportive components of the ESEA Title I program. The California State Department of Education's Guidelines: Compensatory Education, revised April 1969, states:

> All personnel, i.e., certificated and paraprofessional, coming in contact with project children in any way or working on the project must participate in the in-service education component. . . . The program shall emphasize improvement of instruction in specific areas by training the staff to diagnose learning needs and to prescribe, implement, and continuously evaluate the effectiveness of the program.
>
> In-service education must be planned as a series of ongoing sessions, rather than a single, one-time activity, and must be tailored to meet the needs of the project participants and the staff in the local school. Planning for in-service should involve those who are to participate in order to insure that the content is practical and related to the needs and interests of the participants. Special provision for training of aides in the skills needed for their jobs must be provided. When aides are assigned to classrooms, joint training is required for the aides and classroom teachers.
>
> The following content areas shall be included in the in-service education component:
>
> a. Teaching of specific instructional skills related to the objective of the project.
>
> b. The dimensions of poverty and their effect on children.
>
> c. Attitudes of teachers and their relationship to the learning process.
>
> d. Intergroup and intercultural understanding.
>
> e. The development of effective ways of incorporating curricular innovations which are necessary for a curriculum that is relevant to the needs of the project participants.

San Francisco's ESEA Title I in-service education component, effective for the school year 1969-70, provided approximately 500 public elementary school certificated and classified staff members with information and training related to the Title I Language Development and Mathematics Components, as well as information about the Title I program in general. (For the in-service education of pre-school personnel and non-public school personnel, see Chapters 7 and 8 respectively. For the in-service education provided by A. B. 606 funding, see Chapter 10.)

The estimated cost of the in-service component was $146,540, or approximately $300 per staff member.

Objectives.

To improve skills in the diagnosis of individual pupil learning needs

To improve teaching skills in specific instructional areas

To improve skills and use of supportive personnel

To improve skills and use of paraprofessionals

To develop curricular innovations

To improve understanding of the effects of poverty on children

To improve intergroup and intercultural understanding

In-service Recipients. In-service education was furnished to those who served in any capacity in Title I schools (e.g., teachers, aides, administrators, auxiliary personnel, parents in the parent advisory group, etc.), the compensatory reading teachers in the Title I receiving schools, and the Title I administrators, evaluators, and resource personnel.

Personnel Responsible for Providing In-service Training. At the school sites, each member of the Title I staff was reponsible for a large part of the in-service training of those serving under him. For example, the school staff development specialist (SSDS) was responsible for the in-service training of the guiding teachers in that school, who, in turn, provided training to the classroom teachers with whom they worked. Aides received in-service training from those above them, i.e. from the school staff development specialist and from the teacher with whom they worked -- in this example, the guiding teacher and the classroom teacher.

The appropriate District offices were responsible for providing continuous in-service training programs for librarians, community teachers, social workers, psychologists, and speech therapists.

The staff of the Office of Compensatory Education was enlarged in order to increase the in-service training that the staff members in the Title I schools could receive. The staff of the in-service training component included:

1. A staff development specialist, responsible for planning and implementing in-service education activities

2. A parental community resource teacher, responsible for developing the District Advisory Committee into an independently functioning committee and for working with on-site personnel in order to develop school-level parent advisory groups

3. An intergroup curriculum resource teacher, responsible for initiating and documenting the use of community resources in the instructional program, for developing information on the contributions and activities of culturally different groups, with suggestions about how to use the information, and for working with staff and parents involved with outdoor education program and/or other intergroup visitations or activities

4. A media resource teacher, responsible for helping target area teachers incorporate the multi-media approach to instruction into the classroom by advising and demonstrating effective techniques using various types of audio-visual equipment and materials

5. Resource teachers, (one District, and two Title I, reading resource teachers and one Title I mathematics resource teacher) responsible for training staff to diagnose learning needs and to teach prescriptively, and for providing guidance in the use of techniques and materials in their respective subject areas

The staff of the Office of Compensatory Education received as well as gave in-service training. By participating in staff meetings, local conferences, and in-service conferences sponsored by the California State Department of Education and professional organizations, staff members were able to develop their competence in meeting the needs of students, staff members, and the Title I program.

In-service training consultants were selected on the basis of their expertise in an area of in-service need. When the Office of Compensatory Education purchased materials proven especially effective with culturally different students, and distributed them to the schools, publishers' consultants often provided the in-service training for teachers using their materials.

Scheduling of In-service Activities. In-service training denotes those activities sponsored by the school system which promote and develop the professional or occupational growth and competence of staff members during the time of their service to the school system. To ensure that in-service education was "planned as a series of on-going sessions, rather than a single, one-time activity," and that it met the needs of the in-service recipient participants, the groupings of personnel to receive in-service training were listed and the frequency of their in-service sessions designated in the proposal. Most groups, e.g., SSDS's, guiding teachers, Office of Compensatory

Education staff, paraprofessionals working at the same school, and compensatory mathematics teachers, were to meet at least monthly as a group. Speech therapists and librarians were scheduled to meet with their departments every week; community teachers, psychologists, and social workers were scheduled to meet with their departments every other week. Administrators of Title I schools were to meet as a group at least twice a semester. ESEA compensatory reading teachers were not scheduled to meet as a separate group, as they met every six weeks with the District compensatory reading teachers who had the same in-service interest.

Classroom teachers of grades K-6 were never scheduled to meet as a group, but on a grade level basis at their schools, to share successful teaching techniques. In-service training activities for classroom teachers included help from the guiding teachers, the SSDS's, the Office of Compensatory Education staff, and monthly meetings conducted by publishers' consultants to introduce new materials or to provide enrichment in the ways materials may be used.

Substitute teachers were used to release classroom teachers to attend in-service sessions held during the regular school day.

Evaluation Strategy.

An analysis of the tenure of Title I classroom teachers was made in comparison to the tenure of all District classroom teachers to indicate the amount of in-service training needed by the Title I school-site staffs.

A questionnaire was given to all Title I classroom teachers of grades K-6 to determine their participation in various Title I-sponsored in-service activities and to determine the relative helpfulness of various in-service resource personnel to them.

Questionnaires were given to each aide and his teacher to obtain their opinions and recommendations about the training of aides.

At each Office of Compensatory Education-sponsored in-service session, a form, "Evaluation of ESEA Title I In-service," was given to each participant to assess the effectiveness of that particular in-service activity for him and to give the sponsors of the in-service activity recommendations and instant process evaluation of their efforts.

Observations and insights of the members of the Office of Compensatory Education staff were used to describe, and to make recommendations about, the Title I in-service education effort.

3.2 IN-SERVICE FOR TEACHERS

Tenure of Title I Classroom Teachers. If a teacher has tenure, then it is an indication that the teacher has taught at least three years. If a regular classroom teacher is not tenured, then he is classified as either a "probationary teacher", or as a "long-term substitute" teacher.

The February report on the "Classification of Teachers Lists" indicated that, of the regular classroom teachers for grades K-6, only 44 per cent were tenured in the Title I schools as compared with the 68 per cent of teachers tenured in the rest of the School District. The proportion of tenured teachers in Title I schools ranged from twelve per cent to 69 per cent of the regular classroom teachers, and only two out of the ten Title I schools equalled or bettered the ratio of tenured teachers for the rest of the District.

For accountable Title I teachers of educationally disadvantaged children from low income families, in-service training was an important feature of the Title I program, especially since, in seven out of the ten Title I schools, between 57 per cent and 88 per cent of the regular classroom teachers were either probationary teachers or long-term substitutes.

School-Site-Sponsored In-service Education. School staff development specialists (SSDS), guiding teachers, and auxiliary service personnel were the on-site resource people responsible for providing in-service training to their school staff. (For auxiliary service personnel activities, see Chapter 4).

The one SSDS at each of the ten Title I schools was the person responsible for shaping and coordinating the in-service program tailored to the unique needs of his school. As a resource person for guiding teachers, the SSDS provided them with support, ideas, materials, techniques, community representatives, and opportunities to observe demonstration lessons, with the classroom teacher with whom they worked. As a resource person for the entire school staff, the SSDS provided leadership in diagnosing learning difficulties of students and demonstrating specific techniques to correct them, either individually or with small groups of children; arranged for the staff to share successful ideas and techniques; helped make teachers aware of the cultures of the children with whom they worked; and provided leadership in improving the school's instructional program by distributing new materials selected specifically for the children in their school, by preparing lesson materials, by maintaining an information center for teachers, and by providing audio-visual equipment, materials, and method demonstrations.

Of the 30 guiding teachers, 17 were assigned to work in the area of language arts, and thirteen in the area of mathematics. The number of guiding teachers per school ranged from zero to six, depending upon the size of the school's pupil population. The number of guiding teachers in language arts was always greater than, or equal to, the number of guiding teachers in mathematics. An aide or two was assigned to each guiding teacher.

As experienced teachers, the role of the guiding teachers included developing and sharing new and effective techniques for teaching disadvantaged pupils, providing continous in-service guidance for three classroom teachers per term, and being a language arts or mathematics resource person for the rest of the faculty. The sharing of techniques and the development of effective strategies for diagnosing learning difficulties and then helping pupils to learn was the central concern of the guiding teachers. Unlike compensatory teachers, guiding teachers worked in the classrooms, instructing small groups of identified pupils in order to put into practice effective methodology for the benefit of both pupils and classroom teachers. The aides assigned to guiding teachers assisted students in their classroom work by doing follow-up exercises, providing drills, or supervising activities which reinforced the work of the guiding teacher.

Classroom Teacher Opinion Survey. A questionnaire was developed to discover what proportion of the classroom teachers had worked with guiding teachers as was proposed, how helpful the school-site and Title I resource teachers had been and to what degree they were able to participate in the proposed in-service activities. The questionnaire was given in May to all regular classroom teachers for grades K-6.

If a guiding teacher works with a small group of students from the same classroom, then it is assumed that the guiding teacher was also working with, and providing in-service guidance to, their classroom teacher. With this assumption, the responses to the questionnaire substantiate that the guiding teachers worked with at least three classroom teachers per semester as proposed, and that the guiding teachers worked with an average of seven students per classroom. Although the guiding teachers were to work with the identified students in their classrooms, the following responses show that this did not happen for 63 per cent of the teachers with whom the guiding teachers in language arts worked nor for 80 per cent of teachers with whom the guiding teachers in mathematics worked.

CLASSROOM TEACHER REPORT OF GUIDING TEACHER SERVICE

Did the Guiding Teacher in Language Arts give intensive instruction to selected students from your room?

a. Yes 45% No 43% No Response 11%

1b. If Yes, how many students did the guiding teacher work with?

750 pupils of 108 "yes" teachers, or about 7 pupils per classroom

2b. If Yes, did the guiding teacher work with those students in or out of your classroom?

Of the 108 "yes" responses: In 19%. Out 63%. Both In and Out 19%.

Did the Guiding Teacher in Mathematics give intensive instruction to selected students from your room?

a. Yes 40%. No 80%. No Response 9%.

1b. If Yes, how many students did the guiding teacher work with?

633 pupils of 94 "yes" teachers, or about 7 pupils per classroom

2b. If Yes, did the guiding teacher work with those students in or out of your classroom?

Of the 94 "yes" responses: In 12%. Out 80%.
No Response 9%.

N = 233

Because most guiding teachers were not enabled to spend time in the classroom, the guiding teacher program was not as effective an inservice activity for classroom teachers as had been anticipated. Due to lack of space in the classrooms and/or classroom teacher resistance to the presence of the guiding teachers, the percentage of teachers in an actual in-service training team-teaching effort with the guiding teachers was about 30 per cent of the time in language arts, and 12 per cent of the time in mathematics. It is recommended that the classroom teachers be more cooperative in allowing the guiding teacher in-service efforts to take place in their classrooms, and that space considerations be given those teachers who are to receive intensive help from guiding teachers.

Teachers were asked to judge how helpful the supplementary school-site Title I personnel had been to them and/or their students. The following table shows that when teachers did have contact with the various supplementary groups, about 70 per cent of the teachers found them to be of "a great deal" or at least "some" help.

CLASSROOM TEACHER REPORT OF CONTACT WITH, AND RELATIVE HELPFULNESS OF, SUPPLEMENTARY SCHOOL-SITE PERSONNEL

How helpful have the following school-site personnel been to you and/or your students?	No. of Teachers with Contact	% of Teachers with Contact				Per cent of All Returns (N=233)	
		A Great Deal	Some	Little	Not at All	No Contact	No Response
a. School Staff Development Specialist	161	35%	40%	14%	11%	21%	9%
b. Compensatory Reading Teacher	145	52%	20%	12%	17%	27%	10%
c. Compensatory Mathematics Teacher	120	43%	24%	12%	22%	37%	11%
d. Guiding Teacher in Language Arts	155	39%	30%	15%	16%	23%	10%
e. Guiding Teacher in Mathematics	110	41%	30%	7%	23%	37%	16%
f. Aides -- Language Arts	143	46%	29%	9%	15%	27%	12%
g. Aides -- Mathematics	125	39%	26%	13%	22%	32%	14%

N = 233

Although the table shows that the percentage of teachers having "no contact" with the mathematics personnel is greater than the percentage of teachers having "no contact" with the language arts personnel, the fewer supplementary positions in mathematics, as shown below, may account for this.

TITLE I SCHOOL SITE
LANGUAGE ARTS AND MATHEMATICS PERSONNEL

	Mathematics	Language Arts
Number of Compensatory Teachers	10	14
Number of Guiding Teachers	13	17
Number of Aides	35	54

Since the effectiveness of in-service activities (see table, following page) can be judged only by their effects on the in-service recipients themselves, teachers were asked to indicate to what degree the ESEA program had fostered the activities deemed important for developing their competencies as Title I teachers. Their responses were, for the most part, substantially in the same proportion as those given by Title I teachers the year before. In cases in which the questions are not identical for both years, the previous year's question is given. "Not applicable or no change needed" was a response possible for last year's questions and not a possibility for this year's questions.

The provision and use of the Title I materials appears to be one of the most effective in-service activities. Since classroom teachers actively seek practical solutions for curing, or at least correcting, the many and various learning disabilities of their students, preferring in-hand ones that they do not have to make themselves, perhaps it was the combination of their search for the practical and this year's emphasis on making sure that teachers know how to use the materials they are given and their being apprised of the materials' capabilities that made the material type in-service activity effective for 80 per cent of the teachers this year.

A COMPARISON OF ELEMENTARY TEACHER OPINIONS OF ESEA TITLE I SERVICES OVER THE LAST TWO YEARS

BECAUSE OF THE ESEA PROGRAM, HOW MUCH HAVE YOU BEEN ABLE TO:	Per Cent of Teachers Responding	
	Last Year (1968-69) (N=212)	This Year (1969-70) (N=233)
a. Observe and exchange successful ideas and techniques at your school?		
A great deal	23%	21%
Some	38	44
Little	18	15
Not at all	11	13
Not applicable or no change needed	3	--
No Response.	7	7
b. Get and use new materials provided by ESEA funds?*		
A great deal	20%	44%
Some	43	36
Little	18	10
Not at all	11	7
Not applicable or no change needed	1	--
No response	7	2
c. Develop skills in diagnosing individual student learning needs?**		
A great deal	10%	15%
Some	35	38
Little	26	26
Not at all	17	15
Not applicable or no change needed	4	--
No response.	8	6
d. Understand the effects of poverty on children?***		
A great deal	17%	24%
Some	41	27
Little	24	16
Not at all	9	23
Not applicable or no change needed	2	--
No response.	7	11

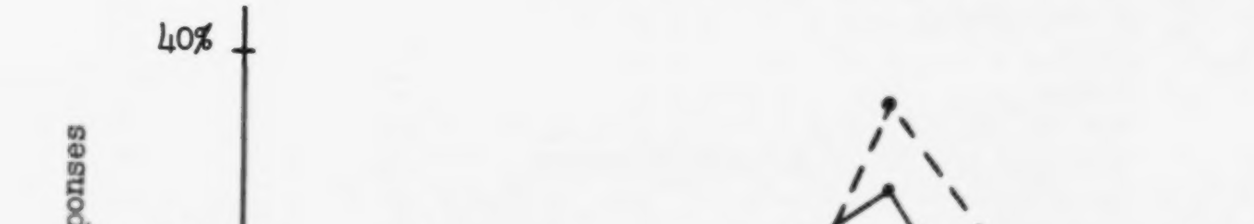
*Last year's question: "Examine, Evaluate and select the best new materials?"

**Last year's question: "To what extent has the ESEA program provided opportunities to diagnose pupils' academic needs?"

***Last year's question: "Understand the environment of the culturally disadvantaged?"

In previous years, ESEA Title I concentrated its efforts on raising reading achievement, but during the 1969-70 school year, the Title I program emphasized raising both reading and mathematics achievement. Splitting the in-service efforts into the two fields of reading and mathematics, as against concentrating in the one field of reading, may account for this year's slightly poorer effectiveness in the reading/language arts area. Because supplementary Title I mathematics specialists were provided in schools only this year, their newness and fewer numbers may account for their seemingly less effective in-service activities, when compared with the effectiveness of the in-service activities in the area of reading and language arts. Since mathematics was not emphasized last year, teachers were not questioned about the in-service activities in that area and thus there are no data for that question for last year. The following graph shows a comparison of teacher responses for how much the ESEA program has enabled them to develop and/or share with other staff members improved techniques for the teaching of reading and/or language arts (R/LA) and mathematics (Math) during the 1968-69 and 1969-70 school years.

COMPARISON OF AMOUNTS OF ESEA-SPONSORED READING/LANGUAGE ARTS AND MATHEMATICS IN-SERVICE ACTIVITIES RECEIVED BY TEACHERS DURING 1968-69 AND 1969-70



Although the role of the Title I resource specialist is primarily to help the school site specialists, some classroom teachers did have direct help from them. Between one-third and one-half of the teachers indicated having direct contact with the various Title I resource specialists, and of those who did, between one-third and one-half found them to be of "some" or "a great deal" of help.

3.3 IN-SERVICE FOR AIDES

One of the best in-service activities for any grouping of Title I personnel was that provided the aides. Although the aides' in-service training was primarily conducted by and at the schools that aides worked in, the Compensatory Education Resource Center sponsored a meeting in January that involved all aides and SSDS's, and the writing and publishing of the "Paraprofessionals Handbook" by and for Title I aides.

Aides received on-the-job training and in-service training from the monthly training sessions at their schools. At these monthly meetings, the SSDS's used the SRI published teacher aide training system package of materials as a resource for discussion of basic school routines and schedules and developing the aides' instructional skills.

Questionnaries. To obtain information and recommendations about the training of aides, questionnaires were given to each aide and to the teachers assigned aides.

The normal work load of aides is 15 hours per week. Of those aides responding to questions about hours worked and the number of working hours desired, 73 per cent preferred more working hours. The following table separates aide satisfaction with their hours of work by whether the aide is from the community or not.

AIDE ATTITUDE TOWARD NUMBER OF WORKING HOURS PER WEEK

Number Responding	Community Aides N=53		Non-Community Aides N=25	
	%	(No.)	%	(No.)
More hours preferred	70%	(37)	80%	(20)
Satisfied	26	(14)	12	(3)
Fewer hours preferred	4	(2)	8	(2)

More than half of those working 15 hours per week indicated that they would prefer to work at least 30 hours per week.

Teachers having aides listed "lack of time" as one of the weaknesses of aide service for them. Since aides were limited by civil service regulations to 70 hours of work per month, which permits a three-hour work day, any in-service training for them diminished the amount of time they could work. Many teachers stated that there was insufficient time for them to plan with their aides or for them to give their aides the on-the-job training that they needed. The responses to the following questions show that teachers were unable to provide the on-the-job training they felt their aides needed.

TEACHER ASSESSMENT OF THE ON-THE-JOB TRAINING OF AIDES

	Per Cent of Teacher Responses			
	A great deal	Some	None	No Response
How much on-the-job training do you feel aides need?				
Classroom Teachers (N=91)	50%	38%	6%	4%
Site Specialists (N=63)	68	29	2	2
How much on-the-job training are you able to give your aides?				
Classroom Teachers (N=91)	19	50	22	7
Site Specialists (N=63)	29	46	25	-

Although 23 per cent of the teachers felt that they had provided "a great deal" of on-the-job training, 47 per cent of the aides felt that they had received "a great deal" of on-the-job training. Even though the teachers felt they didn't have enough time to spend training their aides, about two-thirds of the aides reported that they had spent "a great deal" or "some" time getting training. From the separated community and non-community responses in the following table, 40 per cent of the non-community aides felt that they had received "a great deal" of training, while less than half of that number claimed to have spent "a great deal" of time getting training. The question arises, what kinds of skills must an aide come equipped with so that "little" teacher time will be needed to produce "a great deal" of training. Perhaps helping teachers teach is not the main reason for having aides. Perhaps actively involving low-income parents and community members in schools and education is more important and crucial to the education of their children.

AIDE SELF-ASSESSMENT OF THEIR TRAINING

	Per Cent of Aide Response				
	A great deal	Some	Little	None	No Response
How much on-the-job training do you receive?					
Community Aides (N=57)	51%	30%	12%	4%	4%
Non-community Aides (N=30)	40	47	10	3	-
All Aides (N=87)	47	36	12	3	2
How much time do you spend on getting trained?					
Community Aides (N=57)	32%	33%	18%	9%	9%
Non-community Aides (N=30)	17	47	13	17	7
All Aides (N=87)	26	38	16	12	8

Although 80 per cent of the teachers having aides indicated that the school site personnel should be responsible for the major portion of the in-service training for aides, classroom teachers felt this more strongly than specialists, as seen as follows:

WHO SHOULD BE RESPONSIBLE FOR THE TRAINING OF AIDES?

	Per Cent of Aide Training to be done by School Site Personnel*											
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	No Response
Per Cent of Classroom Teacher Responses (N=91)	2%	-	-	2%	-	5%	1%	5%	14%	8%	53%	8%
Per Cent of Site Specialist Responses (N=63)	3	-	-	2	2	16	-	16	19	8	33	2
Per Cent of All Teachers Having Aides (N=154)	3	-	-	2	1	10	1	10	16	8	45	5

*The other part of the aides' training not shown here was indicated as the responsibility of the Central Office. That is, if a teacher stated that one to ten per cent of the aides' training should be done by school site personnel, then she also stated that the other 91 to 100 per cent of the training should be provided by the Central Office staff.

Both aides and teachers most frequently recommended training as the means for improving the use of aides in their schools. Community aides had more suggestions than non-community aides about the kinds of training they would like to receive. Aides wanted training in the use of machines, (including audio-visual machines), child psychology and development, mathematics, (especially "new math"), and training in first aid. Aides suggested that better communications between aides and teachers would improve the aides' service to schools. Teachers recommended that aides receive training prior to September and that the training stress audio-visual and other skill training. Teachers suggested that the training of aides include classroom observations and recommended that scheduled times to plan with aides be set aside. Community aides suggested making more working hours possible while non-community aides suggested that a high salary might improve the aide service program.

January Group In-service Sessions for Aides. The Compensatory Education Resource Center sponsored two concurrent in-service meetings for all aides and SSDS's at two locations. The main topics of discussion at these meetings were basic ways of getting children to learn, specific ways aides can help Title I children become better learners, and effective aide-pupil relationships. Ideas for a handbook for ESEA aides were sought, as were volunteers to work on the handbook committee. One meeting was organized as one large discussion group, while the other was broken into small interaction groups. Both meetings helped provide impetus for future on-site in-service sessions.

Of the 89 persons attending these meetings in Jaunary, 82 per cent (73) were aides. Each person attending the meetings was asked to fill out an evaluation form and 87 per cent did. From the 77 returned evaluation forms, it was discovered that 79 per cent rated the sessions positively, four per cent neutrally, nine per cent negatively and eight per cent did not indicate their "fulfillment" from the meeting; 90 per cent of the forms had no comments.

Comments from the large discussion group included:

> "The discussion leader's free and open approach marvelously humanized this meeting."
> "The reason people contributed so much to this meeting was because of the discussion leader's free and easy ways. She is excellent in this capacity."
>
> "I feel that this meeting was a very profitable one. It was helpful because the problems that were brought up were most of the same problems I encounter every day."
> "The meeting was very helpful in finding out other ways of solving classroom problems."
> "I learned more about getting children to learn."
> ". . . and many facts about how to meet children's handicaps in schools."

Aide Comment:

> "Seeing that professionals see us as human beings was pleasant. For once, the professionals were eagerly accepting our ideas."

SSDS Comment:

> "The quality of paraprofessionals seems superior beyond all expectation!"

About two-thirds of the comments from the in-service session that formed small interaction groups suggested that there should be more time for small group discussions. Other comments included:

> "Small group discussions were valuable in comparing different approaches and results."
> "I enjoyed talking with aides from other schools and found new ideas that will help me in my school."
> "I think that we should have more small group discussions and should pass on the ideas to teachers."
>
> "The meeting taught me a lot."
> "The best subject was giving the children more confidence."
> "I learned many ways of getting children to learn."

> "I really feel that the aide program is proceeding very well. As an aide, I feel that children are learning things that they were afraid to try before."

Recommendations. Most aide in-service training should continue to take place at each school site. Summer pre-service training and some in-service training sessions held during the school year should be conducted to include all aides in the program. Someone should be hired to work with the aides and act as liaison with the District's paraprofessional office to provide and coordinate continuous in-service activities for aides.

Paraprofessional Handbook. The idea of a handbook for aides was so attractive to so many aides that it was difficult to choose from the numbers of volunteers the one representative for each school. With the outstanding organizational ability and the dynamic leadership quality of the staff development specialists, with the active enthusiasm and concern of the aide representatives, and as the result of seven fast-moving, brainstorming, planning, decision-making meetings of the committee,the Paraprofessional Handbook was published. For the seven handbook committee meetings between March 31 and June 6, the representatives conscientiously shared with the other aides in their schools the chapters that were written or about to be discussed and solicited their reactions, suggestions, and comments, which they put forth at these meetings. All representatives felt that they had learned much about Title I and about their roles in relation to the program.

As a basic guide for Title I aides and the teachers with whom they work, the Paraprofessional Handbook contains an overview of the Title I program, discusses the paraprofessional's code of ethics, hiring policies, job responsibilities and activities of aides, evaluation of aides, responsibilities of classroom teachers to their aides, suggests in-service training for aides, and outlines what should be included in on-site supplements to the aide handbook. The suggested supplements should provide orientation to the school's physical environment, purposes, personnel, programs, scheduling, and rules, and should include how the 20 suggested areas of on-site aide orientation will be handled.

Recommendation. The Paraprofessional Handbook should be considered as an official document emanating from San Francisco's Title I office, and each Title I school should be required to complete and maintain the type of on-site supplement suggested in that section of the handbook.

3.4 THREE OF THE MOST SUCCESSFUL IN-SERVICE ACTIVITIES

The task of evaluation of in-service cannot be molded as one might prefer, but must be one of seeking indicators of occupational growth or professional competency that have been produced and revealing its uniqueness.

Three of the most successful in-service activities involved all groupings of personnel. They were (1) the presentation of an overview of the ESEA Title I program to school staffs, (2) the monthly publication of a Title I "newsletter," and (3) the writing of a Title I proposal for and by each school-site staff.

The Overview of the ESEA Title I Program. In January 1970, the 90-page 1969-70 ESEA Title I proposal was summarized and put onto 22 overhead transparencies. The staff development specialist tailored each visual presentation-discussion to the Title I program in the particular school in which the presentation was being given. The overview described how Title I schools were chosen, the state's mandated six components and their objectives, San Francisco's Title I staffing, what district and/or Title I services were available to each pupil in a Title I school, and the requirement for diagnostic profiles and evaluation. The transparencies were developed in such a way that when each Title I position in that school was delineated, the person filling that position was identified by name.

The overview was presented to nine target schools and one receiving school. In some cases the entire school staff participated as requested. In three cases it was necessary to return to a school-site to repeat the presentation for staff members who had been unable to attend the initial session. Most of the meetings were held after school and the average length of each meeting was 30 minutes. The total combined attendance for all meetings was 334, which includes teachers as well as other school personnel.

Each person who attended the overview in-service presentation was asked to fill out an evaluation form. By using this form, the in-service participants' indications of the "purpose of the meeting for you," "expectation," "fulfillment," and "comments" gave the sponsors of the in-service meeting, as well as the evaluators, recommendations and instant evaluation of the in-service effort.

Evaluation forms were completed by 72 per cent of those attending the overview presentation. Of the 239 evaluations turned in, 44 per cent were positive, 31 per cent neutral, 25 per cent negative, and 49 per cent had comments.

Some of the positive comments were:

> "The transparencies were excellent and made understanding of the program very clear."
>
> "It was interesting to see the way the various components interrelate in the program. There were services that I have used that I was unaware were part of the ESEA program."
>
> "This has never been explained (diagrammed) in depth before. A well-organized presentation with succinct information about a confusing program."

Negative comments were basically restricted to:

1. Why didn't we get this earlier?
2. Why must we meet before or after school?
3. Why don't you put this in writing?

Responses to these questions were:

1. The need to provide an overview of the Title I program was not recognized earlier.
2. In order to reach all school-sites as quickly as possible before and after school hours, when all staffs could meet at once without weeks of planning.
3. The overview was printed in booklet form. The first 750 copies were distributed within two weeks after publication and were enthusiastically received by central staff, school-site staffs, and parents in the communities. Apart from its use within the Title I staff, the booklet helped explain the program to consultants scheduled to work in in-service training programs, other personnel within the San Francisco Unified School District, and others requesting information throughout the state.

Recommendations. Visuals should be prepared for the 1970-71 school year. The presentations of the overview of the Title I program should continue to be tailored to the school which is receiving the presentation. Presentations of the overview should take place at all target schools and receiving school sites before the end of October 1970. Booklets of the overview should be prepared and distributed for the 1970-71 school year before the end of October.

The Monthly Title I Newsletter. In order to guard against the malfunctionings attributed to poor communications, "The San Francisco Unified School District, ESEA Achiever, Title I Intensive Service Project Newsletter" began publication in December 1969. The two sides of the one-page newsletter carry news of successes and "Who's Who in Title I," contain information about coming events in in-service or summer school programs, tell about the activities of the District Advisory Committee, the non-public schools, intergroup relations components, etc. By its very existence each month, school staffs, district personnel, and parents are kept aware and reminded that Title I is a dynamic, many-faceted program.

Recommendation. The "ESEA Achiever" should be continued during the 1970-71 school year.

The Writing of a Title I Proposal for and by Each School-Site Staff. Each school-site was required to write a Title I proposal which fulfilled the requirements of the Title I program and the needs of the school-site. One resource teacher and one evaluator were assigned to be consultants to each school.

The school-site writing of a proposal was the best Title I-sponsored in-service activity that happened during the year. Parent advisory groups, if not already formed, were formed and consulted about their concerns. Specialists and teachers consulted with each other to devise the best ways of improving the existing Title I program at the school. Teachers, school-site specialists, parents, administrators, and other supportive specialist personnel worked together to determine behavioral objectives for each of the six components, arrived at priorities, and distinguished between which were District responsibilities and which were Title I responsibilities, redefined jobs and wrote job descriptions, and learned about evaluation indices and techniques. Every school had people working together afternoons, evenings, and weekends to complete their proposal on time. The overview booklet was found very helpful when reviewing the information that was needed.

Personal opinions were sought, cooperation flourished, and proposal-writing teams increased their professional competencies.

Recommendations. School-sites should continue to write their own proposals. At least two months should be allowed between the beginning of the proposal-writing effort and the date that the first draft is due. Budget limitations should be given right from the start.

CHAPTER 4

AUXILIARY SERVICES

4.1 PSYCHOLOGIST AND SOCIAL WORKER SERVICES

Under ESEA Title I (1969-1970), three social worker-psychologist teams were funded to serve the ten intensive services school. These six positions were filled by eight part-time psychologists and six part-time social workers, who worked in teams in order not to duplicate service and to make maximum use of their skills. Each team member spent from one and one-third days two days in the Title I school to which he was assigned. The total estimated cost for these services was $120,687.

Objectives. The objectives of the program were as follows:

To improve children's emotional and social stability and that of their families

To improve children's self-image

To change (in a positive direction) attitudes toward school and education

To improve children's average daily attendance

Participating Pupils. All pupils enrolled in the ten Title I schools were considered eligible for the services of the social worker and/or psychologist. The pupils selected for assistance were identified on the basis of individual need. Pupils enrolled in non-public schools which received other Title I services were also referred to the appropriate social worker or psychologist on the basis of need.

The children who, in fact, did receive services tended to be children from sizeable families, often recipients of public assistance, frequently members of single-parent families or children who had attended a number of different schools. Children who were referred for service displayed the following characteristics:

Emotional and social instability

Negative self-image

Negative attitude toward school and education

High absentee rate

Evaluation Strategy. Evaluation of social workers' and psychologists' services was based on records of services provided and on the reactions of social workers, psychologists and classroom teachers as gathered by means of questionnaires and as reflected in informal comments. The effects of the program were measured as follows:

Analysis of the selection of participants and description of the services provided to them

Results of questionnaires to each person providing social work or psychological services, concerning the objectives, the effectiveness, the general strengths, as well as the limitations, of their services, with recommendations for change

Contact records kept by psychologists and social workers

Opinion survey of all ESEA classroom teachers to determine the effects of the social workers' and psychologists' services

Description of the Program. Children referred to the psychologist or social worker were those who displayed some type of behavior or learning difficulty within the school setting. These were children who could not usually be effectively dealt with through the school's normal or routine resources because of the severity of their problems, whether emotional, social, or psychological.

Referrals to the psychologist and social worker were made by parents, principals, teachers, or various agencies. School staffs were requested to use the standard "Pupil Service Referral" forms. When problems were too severe or when an emergency situation occurred, referrals were on an informal or spontaneous basis, and were investigated immediately. One psychologist noted that, at the beginning of the school year, the majority of referrals were on the basis of acting-out behavior, while the latter part of the year saw a swing toward referrals based upon observed learning difficulties.

The magnitude and type of problem determined the advisability of follow-through and the discipline to be involved. In most schools, referrals were discussed at case conferences, and it was decided which special service personnel should be involved in working with each child.

One social worker briefly described the case conferences held at her school:

> "Case conferences were held every other week, usually from nine to twelve o'clock. People participating included the teacher, school staff development specialist, community teacher, speech teacher, nurse, administrator, social worker, and psychologist. Approximately six children were discussed each time. Every other session was spent on 'feedback'to report progress."

This seemed to be typical of most schools. These conferences usually included all personnel involved with the child, and whenever possible the classroom teacher was released to attend.

When children were once referred for treatment, social workers and psychologists provided diagnostic, therapeutic and sociological help for them and acted as resources for their school staffs. The goals of their service were:

> To collaborate with any member of the school faculty, including non-certificated personnel and aides, with respect to problems individual children were displaying in school adjustment or in learning
>
> To accept direct referrals of individual children with their parents who did not seem to be responding to the usual methods at the command of the school
>
> To assist in the understanding of the meaning of the child's behavior by gathering all available information through school and community agency resources and through observations and interviews with the child and his parents
>
> To serve as a liaison person with community agencies and other school district personnel, particularly other Pupil Service workers
>
> To participate in the development and presentation of programs geared to the promotion of an improved social and mental health climate in the schools

Findings. In a questionnaire, psychologists and social workers were asked, "How many children who qualify for your services were you unable to work with because of your limited time?" They reported large waiting lists and stated that approximately 50 to 80 per cent of the children eligible for their services were not served because of the limited time of these professionals in each school. Many found this question difficult to answer as it was dependent not only upon the number of children they worked with but upon the type and amount of service offered. They reported that if they were alloted more time per school they would not only be able to work with more pupils but would be able to provide more in-depth intensive service to those currently being served.

Ten psychologists and social workers reported a total of 62 pupils as being successfully released from their program because their special problems no longer existed. This figure does not take into account the children who showed a definite improvement.

The ten psychologists and social workers who responded to this question reported dropping 40 pupils from the program for various reasons other than improvement: transfers, high absentee rate, very poor parental cooperation, placement in special classes, or severe mental illness. Often, combined efforts of the special services seemed to be of no avail because problems were of a very severe nature. Technically, a psycholgist or social worker never "gave up" a child, but rather referred him to agencies better able to handle his specific problems.

RECORD OF ESEA SERVICES PROVIDED BY PSYCHOLOGISTS AND SOCIAL WORKERS FEBRUARY -- MAY, 1970

N = 12

SERVICES RENDERED:	SOCIAL WORKERS				PSYCHOLOGISTS				TOTAL			
	No. of Contacts		Time Spent		No. of Contacts		Time Spent		No. of Contacts		Time Spent	
Counseling with child	409	17%	298hrs 25min	25%	657	23%	299hrs 35min	19%	1066	20%	598hrs 0min	22%
Counseling with parent	209	9%	132hrs 45min	11%	101	4%	111hrs 5min	7%	310	6%	243hrs 50min	9%
Conferencing with school personnel: (on site)												
Teachers	444	19%	157hrs 50min	13%	508	17%	202hrs 20min	13%	952	18%	360hrs 10min	13%
Administrators	273	12%	108hrs 0min	9%	188	6%	36hrs 40min	2%	461	9%	144hrs 40min	5%
Other staff members	244	10%	85hrs 45min	7%	261	9%	65hrs 30min	4%	505	10%	151hrs 15min	6%
Home visits	47	2%	27hrs 50min	2%	28	1%	13hrs 10min	1%	75	1%	41hrs 0min	2%
Observations	157	7%	83hrs 25min	7%	212	7%	8hrs 10min	5%	369	7%	164hrs 35min	6%
Referrals and/or conferences												
Within SFUSD	176	8%	88hrs 55min	7%	347	12%	127hrs 50min	8%	523	10%	216hrs 45min	8%
To outside agencies	170	7%	91hrs 15min	8%	124	4%	85hrs 10min	6%	294	6%	176hrs 25min	6%
Diagnostic write-ups	179	8%	75hrs 15min	6%	167	6%	215hrs 30min	14%	346	7%	290hrs 45min	11%
Tests administered	-	-	- -	-	167	6%	205hrs 25min	13%	167	3%	205hrs 25min	7%
Community meetings	25	1%	32hrs 45min	3%	108	4%	74hrs 55min	5%	133	3%	107hrs 40min	4%
Other	25	1%	32hrs 45min	3%	50	2%	32hrs 50min	2%	75	1%	65hrs 35min	2%
TOTAL	2358	101%	1214hrs 55min	101%	2918	101%	1551hrs 10min	99%	5276	101%	2766hrs 5min	101%

Use of Time. The social workers and psychologists endeavored to fulfill the objectives of the program by embracing work with children, parents, individuals or groups, with many cases involving multiples of these activities. Psychologists and social workers kept records of their specific activities from the beginning of February 1970 through May 1970. They noted on a "Record of Services Form" the number of contacts they had made and the amount of time spent on each contact. A summary of the records of the twelve psychologists and social workers who responded is included in the chart on page 4-4.

An analysis of this table shows that the activities of the social workers and psychologists were pupil-oriented. Twenty-two per cent of their time was spent in direct contact with the children, although this total takes into account time spent in group counseling and group therapy. Based upon the needs exhibited, children were treated individually or in small therapy groups which met on a regular basis. Diagnostic, therapeutic, and counseling activities were beamed at removing or reducing the obstacles to teaching-learning reciprocity. Psychologists and social workers also reported establishing early morning creative play programs. When necessary, complete pschological evaluations were made in order to determine the underlying causes for problems displayed.

Conferencing with on-site school personnel occupied 24 per cent of the psychologists' and social workers' time. They functioned as consultants and resource persons to teachers, administrators and various other school personnel, individually or collectively, concerning various behavorial, emotional or learning problems of particular pupils and discussed alternate ways of handling them. Case-conferencing involving school administration, faculty, other ESEA personnel, and community representatives insured coordinated services and communication. Activities were designed to carry out the specific plans which emerged from the case conferences and which eventuated in direct service to children and their families.

Within this block of time spent with on-site school personnel, thirteen per cent was devoted to direct contact with classroom teachers concerning the welfare of all children. Through communication with teachers and appropriate feedback, psychologists and social workers were able to recommend actions which resulted in a better learning environment. Classroom observations were reported to have occupied six per cent of their total time in addition to the time spent in communication with classroom teachers. Psychologists and social workers attended faculty meetings and either led, or participated in, small group discussions. They prepared materials beamed at simple, usable and practical help for teachers in order to stimulate discussions and promote conscious awareness of attitudes.

Psychologists and social workers conferred with parents as needed, informing them of the child's needs and problems, reporting his progress and making recommendations. Eleven per cent of their time was spent in parent-conferencing and in making home visits. Home visits were made for specific reasons attaching to a particular problem and also helped, in many cases, to establish effective lines of communication between the school and the home. These meetings on home ground showed evidence of interest and tended to harmonize common efforts toward planning for a child. Four per cent of their time was also spent in attending community meetings.

Referrals within the San Francisco Unified School District as well as those made to outside agencies occupied fourteen per cent of the psychologists' and social workers' time. Children were referred to child guidance clinics for medical or psychiatric services and to various other agencies appropriate to handle specific problems. In a few schools, the Mount Zion Comprehensive Care Team came once a month for consultation and for case discussions of children and families whom they were treating. Psychologists and social workers also arranged for children to be placed in optimum learning environments for their special needs, e.g. educationally handicapped classes or learning disability classes.

Psychologists and social workers reported spending an average of eleven per cent of their time doing diagnostic write-ups, with this activity occupying fourteen per cent of the psychologists' time and only six per cent of the social workers' time.

Teacher Questionnaire. Questionnaires were distributed to all classroom teachers requesting their assessment of psychologist and social worker services. The answers of the 233 teachers who responded are summarized below.

EFFECTIVENESS OF PSYCHOLOGIST AND SOCIAL WORKER SERVICES AS JUDGED BY CLASSROOM TEACHERS

How helpful have your psychologist and social worker been in terms of:	A Great Deal	Some	Little	Not at All	No Response
Providing diagnostic and therapeutic help to children who display problems in their school adjustment and/or learning?	24%	34%	18%	17%	6%
Improving the emotional and social stability of children (and that of their families) who are receiving services?	9%	35%	18%	28%	9%
Developing a positive attitude toward school and education in those children who receive service?	11%	29%	23%	24%	14%
Improving the daily attendance of those children who receive service?	9%	17%	23%	32%	19%

N=233

18 per cent of the teachers responding indicated that they had no contact with the psychologist or social worker. Percentages given refer to teachers who had contact with these persons.

Examination of that table will reveal the classroom teachers felt that social workers and psychologists were most effective in providing diagnostic and therapeutic help to children who displayed problems in their school adjustment and/or learning. Forty-four per cent of the classroom teachers indicated that the psychologists and social workers were helpful in improving the emotional and social stability of children who were receiving service from them. With reference to improving children's daily attendance, only 26% per cent of the classroom teachers felt that these services were of some value.

It appears that the bulk of the responses are in the categories of "little," "not at all," and "no response." This does not necessarily reflect poor or ineffective service. It perhaps resulted from the following facts, which are offered as a possible explanation:

> Psychologists and social workers had little time at each school site, therefore had minimal time available for working directly with teachers.
>
> Some teachers did not feel the need for the services, therefore they had little or no contact with the social worker or psychologist.
>
> Much time was spent in testing, report writing, diagnostic write-ups and referrals, again reducing the amount of time available for work directly with the instructional staff.

The chart on page 4-4 provides some significant information related to the somewhat negative manner in which the classroom teachers perceived the value of the psychologists and social workers. It can be observed that the percentage of time devoted to direct conferencing with classroom teachers (13%) was minimal in comparison to the time spent in other activities.

Feelings about the impact of the psychologist and social worker program were also dependent upon the capabilities and personality of the individuals concerned; nevertheless, the most influential factor seems to have been the circumstance that each member of the team spent only approximately one and one third days at each school.

Evidences of success. Psychologists and social workers felt they were able to meet all of the objectives of their program to a certain degree. Through their own professional opinions and observations, parental feedback, and reports from others involved with the child, they were able to measure the effectiveness of their services. Success showed in children's improved behavior in and out of school, their improved attitude toward school and learning and their improved attendance. Psychologists and social workers reported, as evidences of success, statements by children such as, "Now I like school," the beginning of acceptance of isolates by their peers and the establishing new friendships, reduction of disciplinary actions, easing of tense mental states of children during school crises, and improvement in pupil's achievement.

In a questionnaire, social workers and psychologists were asked to comment on the successfulness and effectiveness of their program. Replies included the following:

> "I feel that a group of boys I am working with has been the most successful in terms of attitudinal and behavioral changes. Not all of them have made progress, but three out of four have. I have also been successful in my efforts in conjunction with the school psychologist to involve the total faculty in real discussions of reactions to 'anti-social' behavior."
>
> "I was successful in aiding parents, especially in providing them with specific services, and in working with teachers to help them deal more successfully with the children."
>
> "My successes were shown through observable behavior changes due to the children's involvement in group therapy. Teachers and staff have utilized my specialized knowledge of psychology in a positive way -- not just looking for test scores. I felt successful in obtaining help for children with serious problems that could not have been handled in the normal school setting. I noticed a beginning awareness by teachers that early identification of specific learning problems -- with appropriate remedial activities -- is basic to the alleviation of future patterns of non-achievement, negative attitudes and behavior problems. I have been increasingly used as a resource person concerning ways to identify problems in class and possible ways to remedy the situations."
>
> "I have found the ESEA program at the school I am working at to be a positive and beneficial experience for the children, teachers and myself. There was a good morale and a sense of accomplishment among the staff."
>
> "The successful aspects of my service lay in direct counseling with the parents and families of troubled children."
>
> "I was successful in providing intensive work with a few individual cases and with teachers who were open and willing to help, who continued to consult with me and continued their parent conferencing."
>
> "When we are working on-site we can deal with the problems as they occur rather than at a later date when the facts have become second-hand."
>
> "The play therapy sessions I conducted before school were very successful."
>
> "I was able to alert parents as to their child's problems without them becoming hostile to the school and vice-versa. I was helpful in getting the necessary help for the children after diagnosis had been made."

> "I feel I have helped most in the area of removing children from classes for the labeled 'mentally retarded' because of retesting and more intensive diagnostic measures."

Limitations of the program and recommendations for change. Psychologists and social workers were asked to comment on the limitations and least successful aspects of their services. All reported a feeling of frustration which centered on their lack of opportunity to perform in a professionally satisfying manner. Lack of time in each school plus the magnitude of the problem seemed to be their major complaint. One comment seems to reflect the general feeling of all: "I see individual children but feel frustrated that I cannot really sink my teeth into their problems." They reported severe limitation of time in proportion to teacher demand for service. Absence from the school site when teachers needed to confer, when parents were available, or when a crisis with a child occurred often prevented effective follow-through and resulted in duplication of service. Children were often suspended and psychologists and social workers were unaware of this until days or even weeks later.

Another complaint centered on the lack of interviewing space for seeing parents, children or both. They commented that they often roamed the school trying to find a nook or corner in which to work, often losing, thereby, time and energy which could have been more profitably spent directly on the problems at hand.

Other comments included the following:

> "The least successful aspects of my services were my attempts at doing therapy. I didn't see the children often enough or regularly enough, and at this school I didn't have the proper setting in which to work."
>
> "I felt that my diagnosis, recommendations, referrals, etc. were not as effective as they could have been because I needed more time to do treatment and more space in which to work."
>
> "I was unable to effectively meet all of the objectives because I wasn't in the schools often enough or long enough. My caseload was very high. With my present assignment of two large schools and subsequent exhaustion of energy, I was only minimally successful."
>
> "Lack of time and lack of continuity resulting in fragmented services was a serious detriment to the successful fulfillment of all the objectives."
>
> "Not being a full-time on-site worker, I had very little time for communication and coordination with the rest of the school faculty."
>
> "In my school I feel there was a poor understanding by the faculty of our job and function."

In their regular monthly meetings psychologists and social workers often discussed the limitations of their services. In March they formed a subcommittee to discuss their specific roles and to make recommendations for the coming year. This committee recommended the assignment of one full-time social worker and one full-time psychologist to each school with an enrollment of over 500 pupils and the assignment of a half-time social worker and a half-time psychologist to schools with an enrollment under 500 pupils. Each team was to serve a maximum of two schools and the same team was to be assigned to both schools. In bilingual schools it was suggested that at least one member of the pupil services team be fluent in the second language of the school.

Among the other recommendations of the psychologists and social workers for making their role more effective in 1970-71 were:

> "Continuity of services, e.g. same school assignment next year."
>
> "More space, and a specific room for testing, conferencing, and counseling so that therapy could function more effectively."
>
> "More facilities for individual therapy, play therapy, group therapy, and for other practices which are within the skills and professional responsibilities of the social workers and psychologists."
>
> "A greater effort should be made to involve the psychologists and social workers more intimately with the staff."
>
> "If possible, psychologists and social workers should be able to select the team member they wish to work with."
>
> "No team should be composed of two staff members new to the district."
>
> "Clarify the overlapping of roles. Provide more inservice for the teachers on the role of the psychologist and on ways of dealing with problem children in the classroom."
>
> "Release from responsibility for work-ups and screening procedures for the educationally handicapped, learning disability candidates, etc."
>
> "Clerical help and/or an aide to help with the 'nitty-gritty'."
>
> "More release time for teachers (if wanted) whereby it should be possible to discuss problems encountered (either individually or collectively)."
>
> "Provide inservice training for all personnel prior to actual work in that school."

Conclusions. It is evident that psychologists and social workers made a definite contribution to the ESEA program, although the time available for them to work in the schools was not commensurate with the number of children in need of service. The responses of the classroom teachers are somewhat modest, but results seem impressive when one considers the limited amount of time psychologists and social workers were able to spend at each school. The degree of effectiveness of their services was also dependent upon the facilities available at each school. If the program is strengthened and expanded it would lead to more work with teachers and insure more intensive therapy for children.

4.2 LIBRARIANS

Librarians have been part of the auxiliary services in the elementary schools under Title I since 1966. In accordance with the guidelines and directives of the State Division of Compensatory Education, their services during 1969-1970 were restricted to the schools selected as intensive service schools, namely the ten elementary schools in the Title I Project. Four librarians served full-time at four schools and three served half-time at six schools having enrollments under 650. The total estimated cost for the librarian's services was $85,774.

Objectives. The objectives of the library program were:

To improve children's verbal functioning

To improve classroom performance in reading beyond usual expectations

To improve and increase children's attention span

To increase expectations of success in school

To change (in a positive direction) attitudes toward school and education

Participating Pupils. A total of 6,683 pupils in the ten Title I schools were eligible for, and received, the services of the librarian. For children receiving Title I instructional services in a non-public Title I school, an arrangement was made to obtain the services of the librarian in the neighboring Title I school to fill special needs. The project participants who received services last year in the intensive services schools continued to receive them.

Pupils receiving the services of the librarian exhibited the following characteristics:

Low level in verbal functioning

Classroom performance below grade level in reading

Short attention span

Expectations of school failure

Negative attitude toward school and education

Evaluation Strategy. No standardized tests were used in the evaluation of the library services. It is assumed that the changes in the scores of pupils on the standardized achievement tests given to evaluate reading progress reflect the contribution of the librarians' services.

A study of the effects of the library services is also measured as follows:

An analysis of the needs of the participants and a description of the services provided to them

Results of questionnaires to each person providing library services concerning the effectiveness, the general strengths, and the limitations of their services, with recommendations for change

An opinion survey to all ESEA classroom teachers to determine the effects of auxiliary services

Reactions of the librarians as gathered through interviews and informal comments

Description of the program. The maintenance and administration of each school's library collection was the responsibility of the librarian assigned to that school. An orderly and usable collection was considered essential to obtain maximum benefit from the materials that were available. The librarians' duties included ordering, selecting, and processing new books, and training and supervising student library monitors.

The seven librarians served 331 teachers and 6,683 pupils. This gave a ratio of one librarian for every 47.2 teachers and one librarian for every 954.7 children.

In a questionnaire, the librarians were asked to indicate the approximate amount of time they spent in each of the activities listed. Their responses are summarized below.

LIBRARIANS' WORKLOAD SUMMARY

ACTIVITIES	HOURS PER WEEK	% OF TOTAL WORKING TIME
Working directly with children	19	58%
Working directly with teachers	2	6%
Working with other school personnel	1	3%
Working with library staff	4	12%
Working with library materials	6	18%
Other	1	3%
Total	33	100%

N=7

Fifty-eight per cent of the librarians' time was spent in direct contact with children. During this time they scheduled regular visits with each class. These visits were either weekly or bi-weekly, dependent upon whether the librarian was assigned on a full-time or part-time basis. The amount of time spent with each class varied with each grade level, ranging from 20 to 50 minutes per period. Many librarians provided an open period each day when the pupils from any class could use the library for research and for selecting additional books to check out. In a few instances this same service was available before school, at noon, and after school.

All librarians, with the exception of one, had a separate library room. However, in most schools this room was occasionally shared with other staff members for meetings and/or activities. In one school a half-way partition divided the library from the compensatory classes.

Classroom teachers and other school personnel benefited from the services of the librarian through the resource help offered. The librarian assisted teachers in the selection of books for classroom collections and provided teachers with pertinent resource information in support of curriculum. They offered their professional advice on the availability of materials for units and for special needs and interests.

Inservice Activites. In regard to inservice received by librarians, all the ESEA librarians met regularly with the elementary library staff to discuss programs, with special emphasis on child interest and motivation. They shared accounts of successful activities with other librarians, exchanged ideas and introduced new materials.

Three of the ESEA librarians were members of the District Elementary Book Committee in which teachers and librarians shared the responsibility for reading, evaluating, and selecting new library materials and textbooks. Sample copies of books were read, and movies, filmstrips, and other audio-visual materials which accompany books were previewed. Librarians then recommended books which were most appropriate to the specific educational needs of their schools. From their recommendations each school's collection was chosen.

Through their reactions to a questionnaire, the librarians indicated in general that the Book Committee meetings as well as their regular library staff meetings were of great value to their work.

Librarians themselves provided in service to school staff. All the librarians provided orientation and continuing inservice assistance for teachers concerning the library facilities. Through faculty meetings and various on-site inservice meetings the school staffs were advised on the availability of new materials and were assisted in the selection of books for special needs and for current curriculum use.

Findings. Librarians helped meet the needs of the children in the ten Title I schools through exposing them to a variety of experiences. Children were encouraged to give story dramatizations, to describe film strip scenes in their own words, to pantomine book titles, and to tell stories. Finger plays, taped participation scripts of scenes from books, and feltboard stories were among the multitude of approaches used by the librarians to broaden pupil interests. Some use was also made of poetry.

The librarian provided individual reading guidance by helping the child select books which actually fitted his reading level and interests. Book skills and book care were often interwoven with fulfilling the need or desire of the child for a particular book. Through teaching library skills, assistance was given to pupils in learning and acquiring independence in study habits.

To promote interest in reading and extend the child's experience beyond the classroom many librarians made extensive use of audio-visual materials. Life was given to many stories by use of the sound films and recordings that accompany certain books. One librarian reported using her own slides on To Kill a Mongoose, using pictures of Watts Tower after reading Beautiful Junk, and using her slides of scenes of Paris, both actual and as depicted in children's picture books.

Innovative ideas were employed for making children aware of the usefulness of books as an integral part of learning activity and as an enjoyable recreation. During book week, one librarian reported conducting a special project using a movie camera. In her school she filmed fourteen classes reading library books.

Librarians gave children access to more books more often. Efforts were made to improve children's ability to communicate better in English, and to promote fluency of oral expression. Story dramatization by the children seemed to be especially effective in encouraging creative oral and written expression. It helped improve their verbal ability by providing them with the opportunity to speak before a group. An overactive child often finds this an acceptable outlet for his behavior, and shy children often readily project themselves into these story characters. As this has provided a successful school experience for many children, it helped build their self-confidence and therefore, their self-image.

Dramatization and story-telling were popular with the children and provided them with experiences of life outside the ghetto. One librarian commented:

> "I feel the best thing I can do for the children in my school is to provide literary experiences that do not depend upon background or on reading skill, so I spend part of each period reading aloud and telling stories. With the younger children this is an accepted and expected activity. They greet a good, new story with pleasure, request the repetition of favorites and participate in the retelling of familiar ones."

With older children, folk tales, fables, and myths unequalled for their wisdom, humor, depth and beauty, proved to be extremely popular. Talks by librarians on these and other selected books often sparked children's reading interest. These books were usually checked out after their introduction to the class. On librarian remarked:

> "I gather books from the fiction shelf that I feel the class would

> enjoy, and tell a little something about each, hopefully something intriguing. Oftentimes there are outstanding new books so beautiful or so interesting that I want all to have a look before they go into circulation. Many of these with their fine photographs catch the attention of even the most reluctant reader."

Librarians have tried to build a foundation for a lifetime of inquiry by encouraging discussions which have lead to a searching for answers. Such discussions and book talks have led to greater circulation in the nonfiction sections of the library.

Two librarians conducted a program whereby they worked with a small group of student storytellers. These were fourth and fifth grade pupils who read to the primary classes on a regular schedule. Librarians also trained and supervised student monitors. Monitors were given responsibilities of a nature to help provide more successful school experiences. These responsibilities varied according to the ability of the monitor.

Teacher Questionnaire. To assess the value of the services of the librarians, questionnaires were sent to classroom teachers. Two-hundred thirty-three teachers responded. The results are indicated below.

SUMMARY OF RESPONSES FROM TEACHER QUESTIONNAIRE
PERTAINING TO THE EFFECTIVENESS OF LIBRARY SERVICES

How helpful has your school librarian been in:	A Great Deal	Some	Little	Not at All	No Response
Stimulating children's interest in reading?	39%	28%	12%	16%	5%
Improving children's verbal functioning?	14%	32%	21%	27%	6%
Increasing the amount of reading done by children	25%	33%	14%	21%	7%
Serving as a resource person in gathering information which supplements curriculum areas?	35%	26%	14%	20%	5%

N = 233

Taken as a whole, the elementary teachers' evaluation of library services showed a definite positive response in all areas. The information indicated that the services of the librarian were of greatest value in stimulating children's interest in reading and in serving as a resource person by gathering information to supplement curriculum areas. Over 58% responded favorably concerning the increase of reading done by children. With reference to improvement of children's verbal functioning, 46% of the teachers felt that the librarians' services were of value.

Feelings about the impact of the library program seemed to depend somewhat on the personality and capability of the individual librarian and upon whether the librarian was assigned full-time or part-time to the schools.

Librarians' Comments. In a questionnaire, librarians were asked to comment on the effectiveness and successfulness of the library program. They reported that storytelling and story dramatization proved invaluable in getting children to read and express themselves orally. One librarian working in a predominately bilingual school remarked:

> "In a primary grade we were doing story dramatizations. One child beautifully played the part of Frances the badger in Bedtime for Frances. Her teacher said she had thought the child to be non-English-speaking, as she had not spoken before."

She also commented:

> "In using the filmstrip 'A Tree is Nice' children described scenes from the book. Three teachers pointed out that many pupils spoke English more than they had all year."

Librarians noticed a constant increase in the use of the library. Eagerness of the children to come to the library and their enthusiasm for checking out books were shown by the fact that in many schools they came to the library before school, at noon, and after school.

One librarian commented on the effectiveness of providing "open periods". During this time children come to the library at any time permitted by classroom teachers.

> "This has proven very effective in encouraging low achievers in reading. They derive personal satisfaction and improved self-concept from this independent experience, the freedom of choice in selecting a book, and the extra personal attention from a guiding adult (librarian). This, in addition to getting a book they can use, promotes a liking for books and a desire to learn to read better."

Other comments from the librarians reflect the successfulness of the program.

> "Especially encouraging has been the reading level change. Through personal encouragement, I've been able to lead many children from picture books to fiction books, and they in turn have led their friends along the same path."

> "Literature enrichment has increased interest in reading for information and recreation. There is greater awareness of the world outside their immediate neighborhood. Storytelling has built self confidence in the storytellers and has provided a more immediate goal for the listeners. It has reinforced the children's reading and listening skills."

> "Without ESEA, I would be in each school one day per week and have three other schools to provide for. This would limit my service to doing little more than physical maintenance and ordering of the collection of books, with no time for personal or direct services to the children even in groups. Now with only one school to serve, due to ESEA, I am not only able to guide in the collection of suitable books, but also offer encouragement in reading and instruction in library skills. My presence here for most of the day permits children to visit the library often. It permits flexible scheduling, which is very important, especially with the addition of new and varied programs and materials."

Limitations of the Program and Recommendations for Change. In most cases the time available for each librarian to spend with children and teachers was limited. Librarians assigned to two schools have recommended that they be assigned to a single school in order to carry out their professional duties to the fullest extent. In this way, more special projects could be carried out and more individual work could be done with children. Giving individual guidance and being able to give a pupil help at the moment of need require a situation in which the librarian is always there and is able to have a certain amount of unscheduled time.

Clerical duties often interfere with the effectiveness of the librarian. To implement their role fully and to make the library materials more easily accessible to teachers and children, librarians, especially those working in the larger ESEA schools, have recommended the assignment of an aide to the library for performing clerical duties. One librarian serving a school with over 1,100 pupils remarked:

> "Working with students in this school has been the most rewarding work I've ever done. They are eager to learn, appreciate books, and are always pleasant to be with. Every effort should be made to see that their needs are met. There should be at least two librarians present. At present, one second grade is permitted to come at noon every day to check out books. They check out about ten books a day. This means that one class is reading 200 books a month in addition to the library books kept in their classroom. All lower grades should have the same opportunity, but it is not possible without more help. The only way a librarian can handle this school effectively is by working twelve hours a day and on weekends, and still he/she must suffer the frustrations of not being able to provide all the services that are desired."

Librarians have requested that, in the future, consideration should be given to their requests for more materials and books for the library. Some schools report that there are not enough materials and books to supply the demand in certain areas.

Conclusions. In general the feelings of the teachers seemed to be that the library program made a definite contribution to their efforts to achieve the preconceived aims of the program. The degree of effectiveness in each school was dependent to some extent on the facilities and upon whether the librarian was assigned on a half-time or full-time basis. Because of the assignment of a half-time librarian in some schools, the time available for the librarian to spend with the children and teachers was limited. Consideration should be given to expanding the library services. Expansion could lead to more work with children and to coordination with teachers in planning and carrying out creative programs.

4.3 SPEECH SERVICES

The Speech Development and Correction Program was established as part of the Compensatory Education Program funded through ESEA Title I in 1966. In 1968-69, four therapists, or clinicians, were assigned to work full-time in each of four saturation schools. In accordance with the guidelines and directives of the State for 1969-70, four speech therapists were funded to serve the ten Title I intensive service schools. Two of these specialists served half-time in each of four schools and the other two were assigned to work one-third-time at each of six schools with enrollments under 690. Each of the ten schools was also served by a District-funded speech clinician.

Participating Pupils. All pupils enrolled in the ten Title I schools were eligible to receive the services of the speech therapists. The pupils selected for assistance were identified on the basis of individual need. Pupils were judged in need of service if they were unable to communicate verbally either with their peers or with their teachers, or if they seemed to have dysfluency or any type of voice, articulation, hearing or language disorder. The selection of participants was based upon the following criteria:

1. Significant articulation defects which were handicapping
2. Auditory acuity deficits which required specialized auditory training and/or lipreading
3. Auditory perceptual difficulties which affected language learning
4. Non-fluent speech patterns
5. Language-symbolization or language development problems

Evaluation Strategy. Evaluation of speech services included the reaction of speech therapists and classroom teachers, gathered by means of questionnaires and informal comments. The effects of the speech program were studied as follows:

> An analysis of the needs of the participants, with a description of the services provided to them, and the procedure followed when pupils were released from services
>
> Results of questionnaires to each person providing speech services concerning the effectiveness, the general strengths, and the limitations of their services, with recommendations for change
>
> An opinion survey to all ESEA classroom teachers to determine the effects of speech services

Operation of the Program. ESEA clinicians provided indirect and direct intensive therapy to 644 children with communication impairment in the ten Title I schools. Direct clinical services included identification, assessment, and evaluation of children with oral language problems.

Children were identified for assistance through referrals, screenings, observations, and waiting lists. Teachers, auxiliary personnel, administrators, parents, and clinicians from other schools in cases of transfers, as well as outside agencies, such as the Department of Social Services, referred children for therapy. Initiation sheets, speech referral forms, notes or verbal communication were the primary methods of referral. This year referrals proved to be the prime basis for case findings with ESEA clinicians.

All first grade pupils and all pupils new to the school were screened for possible communication disorders. An initial speech and language evaluation covered:

1. ability to use speech sounds
2. auditory perceptual skills
3. gross and fine-motor skills, and body image
4. coordination of muscles used in speech
5. ability to comprehend and express ideas and emotions in oral language
6. use of syntax, morphology and vocabulary in oral language

In a questionnaire, the four clinicians were asked to indicate the approximate amount of time they spent in each of the activities listed. Their responses are summarized below.

ACTIVITIES OF SPEECH THERAPISTS

ACTIVITY	PERCENTAGE OF TOTAL WORKING TIME
Working with children	64%
Working directly with teachers	9%
Working with other school personnel	10%
Parent conferences	1%
Planning and diagnosis	12%
In-service activities	3%
Other activities	1%
TOTAL	100%

Findings. The needs of children and the objectives of the program were met by the therapists through direct and indirect therapy provided to chilren who were identified as having communication disorders, through contributions to interdisciplinary staff meetings, and through consultant services provided to teachers in the area of speech and language learning.

The clinicians worked with a total of 644 pupils. This included children seen for referral or diagnosis only, as well as those seen weekly for direct therapy. Based on an enrollment of 6,683 pupils, 10.4 per cent of the pupils received the services of the ESEA speech therapists.

Waiting lists, which consisted of pupils who would be enrolled in therapy if the speech specialist had more time in the school, varied from school to school. In the spring of 1970, eight of the schools reported sizable waiting lists, while two schools had reduced their waiting lists to almost nil as a result of the addition of two full-time clinicians funded under A.B. 606.

There were many children with whom the speech clinician spent diagnostic/therapy time to uncover relative strengths and weaknesses in their auditory/visual operations. When a profile was defined, the child was either admitted to therapy, placed on a waiting list, or designated as not in need of services. Relevant information was relayed to the teacher.

Pupils in need of direct language and speech therapy were scheduled for sessions with the speech therapist once or twice weekly. They met on an individual basis or in small groups for periods ranging from 20 to 60 minutes. One therapist described her activities during these sessions.

> "Generally, most sessions are aimed at developing certain skills related to the child's need in speech and language. In either case, I develop rapport with the child, teach a skill by building up auditory perception of the language form, provide for practice and drill in structured activities, and eventually involve less structured activities which encourage spontaneous use of that particular skill."

Another clinician commented:

> "Through discussion, use of a tape recorder, mirror, etc., during therapy sessions, each child becomes aware of his or her communication problem and is motivated to improve. For those with articulation disorders, I use a variety of audio-visual aids including the tape recorder, mirror and phonetic games. For language remediation, Peabody Kits, Matrix games, Language Lotto, tapes, etc. were used."

ESEA speech clinicians reported that eleven children were released from the speech program because their special speech problem no longer existed. This figure does not take into account the children who were not released but who showed definite improvement. A follow-up will be done next year on the eleven children released. They will not be considered as having been fully released until they have gone six to twelve months with no regression.

Thirty children were dropped from the program for various other reasons: transfer, extreme absenteeism or existence of more serious problems that needed to be attended to first.

The speech clinicians conferred with classroom teachers to keep them informed as to pupils' needs and progress, and to enlist their assistance in carrying over gains in clinic sessions to speaking situations in the pupils' normal environment, and to give them assistance in improving all children's speech in the classroom. One therapist commented:

> "At one bilingual school, I give indirect therapy in the classroom which is language-based, with much emphasis on sound production in order to reach the population's common 'misarticulations.' It is this work that reaches the teachers through suggestions about what to do with their children so that they won't need speech therapy specifically from the therapist, but receive it in the classroom."

Speech teachers conferred with parents as needed, informing them on the child's participation in speech therapy programs.

In-service Activities. Most of the in-service training received by clinicians was provided through outside meetings, workshops, lectures, conferences and personal research. Meetings with the speech department staff were also conducted to discuss programs, to exchange ideas, and to share information among therapists.

The clinicians themselves provided in-service to teachers and school staffs by serving as resource persons. They worked closely with teachers and staff to inform them about communication and learning disabilities and acted as consultants in the curriculum area of speech and language-learning. Through interdisciplinary and faculty meetings, the school staffs were advised on the availability of current educational research and instructional materials related to speech and hearing difficulties. Speech therapists gave demonstrations on the use of the Peabody Language Kits and the principles on which they are based.

Speech Therapists' Comments. In a questionnaire distributed to speech therapists, they were asked to comment on the successfulness and effectiveness of the program. One clinician replied:

> "Many of the children have improved in their auditory articulation and grammar skills. Many are happier and have a better self-concept. Many teachers have a better understanding of speech and language, are making better referrals, and have done more things in the classroom in these areas."

Another therapist indicated that she felt successful in accomplishing the following:

Making some teachers aware of the influence of a child's oral language on his learning to read

Disseminating special remedial techniques related to auditory and oral language skills

Locating learning disability in children and referring them to proper sources

Seeing children with language difficulties and actually making progress with them

In terms of specific cases, replies included the following:

> "I have been very successful with a seven year old hyperactive child who is repeating first grade. His kindergarten articulation problem is almost corrected, and he has improved so much in listening to sounds and understanding phonics that he is finally beginning to read."

> "Four months ago it was difficult to understand a sixth grade boy with gifted ability who had a severe 'r' distortion. His problem is now almost corrected and he will go into a gifted class in junior high school."

> "Four of my students were completely mute in school. Therapy for each was geared toward breaking down the barrier and getting them to speak to me, to other children, and finally in class."

Most clinicians noticed an increased awareness on the part of teachers of the importance of listening skills and auditory perception, and have noticed an increase in the use of the clinician as a consultant and resource person. One therapist reported:

> "In some cases, I am able to coordinate well with the teacher, and consequently effect quite a positive change in both him and the child involved. One particular second grader, who was developmentally immature, showed symptoms of emotional disturbance and brain damage. With contact twice a week and extensive coordination with the teacher, I saw considerable progress in both individuals. The teacher gained self-confidence in being able to actually do something for this child."

Teacher Questionnaire. The following tabulation, taken from a questionnaire distributed to all teachers in the ten Title I schools, presents evaluative information concerning speech services from the 233 classroom teachers who responded.

How helpful has your speech therapist been in providing diagnosis and remediation in oral language problems?	A Great Deal	Some	Little	Not at All	No Response/ No Contact
	27%	31%	18%	9%	16%

The presentation of these data indicate that 58 per cent of teachers felt that the services of the speech clinicians proved valuable in providing diagnosis and remediation in oral language problems. Feelings about the impact of the speech program were somewhat dependent upon the personality of the individual therapist and his relations with staff as well as with pupils.

Limitations of Services and Recommendations for Change. Most of the speech therapists felt that they were able to meet the needs of the children and the objectives of their program on a somewhat limited basis because their heavy schedule interfered with in-depth effectiveness. Limited time in each school was the major complaint. The following comments were made:

> "I feel that I wasn't as successful as I could have been because intensive therapy was an impossibility, since I had four buildings to serve. I also needed more time to develop my role as a resource and speech consultant to teachers."

> "I am able to provide a good warm relationship with the children in addition to specific speech and language remediation, but I am not able to see the children frequently enough to cause rapid, significant improvement."

> "I was successful in providing limited information to classroom teachers, but only while coordinating therapy activities with those teachers."

In order to perform their duties to the fullest extent it is recommended that one full-time therapist be assigned to each school. This is necessary to provide for more effective intensive therapy (three or four times weekly). This would enable therapists to do more in the way of classroom observations, develop materials for teachers, and provide more effective in-service assistance to teachers.

Other suggestions offered by speech therapists to make their role more effective in the future include:

Provide more adequate physical space for therapists to do their therapy and evaluative work

Hire a half-time clinician to work in the compensatory education office to coordinate all speech activities as they relate to all the Title I schools

Provide released time for the development of materials, including parent education materials

Develop language assessment tools in Spanish, Chinese, and Tagalog

Schedule more time for interdepartmental planning

Conduct a pre-service session with all auxiliary personnel before the commencement of school

Conclusions. It is evident that the speech program made a definite contribution to the total Title I program. Its degree of effectiveness was somewhat limited because of the lack of a full-time ESEA therapist in each school. Consideration should be given to expanding the program by assigning one full-time therapist to each school. Expansion of the program would insure more intensive therapy with the children and extend the resources available to the teachers.

4.4 COMMUNITY TEACHERS

A corps of seven competent teachers, sensitive to the needs and desires of the school and community, served the ten Title I schools and the four receiving schools as community teachers. Their ultimate aim was to establish and maintain positive lines of communication between school and community.

In previous years, community teachers served several schools. The change in 1969-70 was in line with the State guidelines requiring concentration of service in those schools identified as intensive service schools. This change fostered development of parental involvement programs at each school-site that were planned around the distinctive cultural and ethnic background of that school community. One community teacher was assigned full-time to serve four target area schools with enrollments of over 675. Three served the other six schools on a half-time basis.

Participating Pupils. All pupils enrolled in the ten Title I schools and bused pupils in receiving schools were eligible to receive the services of the community teachers. Parents and children who qualified for their services were identified on the basis of individual need. Upon special request, pupils who were enrolled in a non-public school which received Title I instructional services were referred to the appropriate community teacher.

Children who were referred for service displayed the following characteristics:

Negative self-image

Expectations of school failure

Racial and ethnic isolation

Negative attitude toward school and education

High absentee rate

Children and parents were identified for assistance through referrals from classroom teachers, administrators, and auxiliary personnel such as the social workers or psychologists. Attendance officers, school nurses, and various community groups often requested assistance from the community teacher. Parents often asked principals for specific help, and principals, in turn, referred the parents to community teachers for assistance.

Participating Personnel. Teachers of various racial-ethnic backgrounds, demonstrating empathy for the children in their specific schools, were chosen for these unique Title I positions. They were successful, experienced classroom teachers, who displayed knowledge of, and interest in, the community and the total school program.

Evaluation Strategy. Evaluation of community teachers' services was based on records of services provided, and on reactions obtained from questionnaires administered to community teachers themselves and to teachers and other members of school staffs. Effects of the program were measured as follows:

Summary of activities of community teachers.

Questionnaire to community teachers.

Records of pupil problems.

Questionnaires to principals and teachers pertaining to the effectiveness of community teachers' services.

Description of the Program. One of the basic objectives of the community teacher program was to provide lines of communication to non-English speaking parents by providing interpretive services. In order to bridge the gap between home, school, and community, teachers were chosen who spoke the language of the community.

In an interview, principals were asked: "How effective has your community teacher been in establishing communication lines to foreign-speaking parents by providing interpretive services?" The responses from the four principals whose schools and communities required the services of bilingual community teachers indicated that two principals considered the community teacher "very effective" in providing interpretive services, one principal indicated this service to be "effective", and one principal responded "unknown" to the question.

One community teacher partially attributes his success to his being able to provide these interpretive services. He comments:

> "My knowledge of the Spanish culture and language and my identification with the different nationalities represented in my two schools has helped me a great deal to accomplish my goals and to be more effective in my work."

Community teachers were able to interpret the community to the school and, in turn, were a communication channel from the school to the parents and the community in general. This interpretive service enabled teachers and administrators to make home contacts more easily; non-English speaking parents were given information about the school, were better informed about their children, and were encouraged to become participating members of school and community.

Findings. In a questionnaire, the community teachers were asked to indicate the approximate amount of time they spent in various activities. The chart below summarizes their responses.

COMMUNITY TEACHER WORKLOAD SUMMARY

ACTIVITY	PERCENTAGE OF TOTAL WORKING TIME
Contacts with individual students	18%
Contacts with parents	17%
Contacts with community organizations (EOC, PTA, etc.)	12%
Contacts with teachers	17%
Contacts with administrators	8%
Contacts with Central Office staff	1%
Contacts with community agencies (Health Department, etc.)	5%
Maintaining records and preparing reports	16%
Attending in-service training	1%
Other activities	5%
TOTAL	100%

Included in "other activities" were classroom observations made by community teachers, conferences, and meetings with other school staff (social workers, psychologists, nurses, etc.)

Community teachers were able to meet the objectives of their program by working closely with the teachers in their respective schools, providing counseling to pupils, and working with neighborhood and community agencies. Two community teachers briefly described the activities and functions that made up a typical week for them.

1. Teacher consultations; conferences with principals and social workers; home visits; direct help to children; meetings with community organizations; parent conferences; supervising bused children; arranging for field trips; P.T.A. meetings; telephone calls; writing letters to various organizations.

2. Meetings with the "team" (psychologist, nurse, social worker); discussion of children with classroom teachers; home visits; interpretive services; P.T.A. meetings; community agency meetings; helping parents with housing, employment, immigration, food, clothing, and health problems.

In many respects, the community teacher functioned as an extension of the school-site administrators as they worked with parents, teachers, pupils and community. Because of the multi-ethnic cultural patterns found in the target area schools, each community teacher designed a tailor-made pattern of parental involvement activities. A central focus of their activities was the involvement of parents in the life of the school. They went into the field to enlist parent participation by any and all means, obtained volunteer assistance for field trips, library services, etc., and helped to develop an active P.T.A. Home visits were made upon request, and parents were alerted to opportunities for adult education and helped to make necessary contacts with the school social worker or city agencies such as the Department of Welfare or the Department of Housing. One community teacher commented:

> "I've met many of the objectives of the community teacher program by listening to the problems of teachers, parents, and children and tried to help in any way possible. I've been successful in getting parents and children to participate in the programs of community centers, such as tutorial programs, sewing, creative dancing, crafts, etc. I've been able to enroll many children in summer camp programs, and helped secure clothing for needy children. I've also arranged for transportation of parents to area PTA meetings and Parent Advisory Group meetings."

Community teachers made it easier for anxious and concerned parents to confer with teachers and administrators about their children. Sensitive to the needs and desires of the parents, community teachers have often detected areas of difficulty between teachers and parents and tried to check problems in their incipient stages before a crisis developed. Information about study or tutorial centers, existing recreation facilities, health services, etc., were made known to parents.

A major function of the community teacher was to orient teachers to the community. There were times when the community teacher acted as a buffer between teachers and parents. Teachers were assisted with parent conferences, and results of home visits and other findings were reported to them.

In order to sense the mood of the community and demonstrate school interest, community teachers attended and participated in meetings of community organizations. These included the Police Community Relations Unit, the Economic Opportunity Council, the YMCA, local civil rights groups, and various others. This enabled community teachers to acquaint the community with the total school program and establish better avenues of communication between school and community.

Community Teacher Questionnaire. In a questionnaire, community teachers were asked to comment on the success and effectiveness of their program. The following responses were given:

> "By the responses of the various groups I've worked with, the receptiveness of the principals, the cooperation of the teachers, the friendly attitudes of the children, and by the fact that all continue to ask for help, I feel that I've accomplished much toward the fulfillment of the objectives."

> "I've noticed an increase in the positive outlook and attitude on the part of parents and the community toward education. Parents have become increasingly engaged in school activities. Ethnic groups of parents are participating as one entity in the affairs of the school."

> "Teachers have shown confidence and are becoming more willing to help in any project. Community agencies have asked to help our school with field trips and have provided our school with tickets for various plays and concerts."

> "I've encouraged Boy Scout and Girl Scout activities, have been able to set up a tutorial program, and have accompanied children there whenever possible. I've been very active in police-community organizations and have established a parent reading shelf in the school library."

Concerning the receiving schools, one community teacher comments:

> "One strength of working with the receiving schools is that the communication problem associated with long distance busing is minimized."

Intensity of Problem. During the month of May, community teachers were asked to keep an account of the problems they encountered with pupils, parents, and community. They were to rate these problems according to their intensity at the outset and rate them again after endeavoring to solve the problem. Two sets of forms were returned. The results are indicated on the following page.

INTENSITY OF PROBLEM

N = 54

	4 Very High	3 High	2 Medium	1 Low	0 Non-Existent
Pre	24%	35%	35%	6%	
Post	4%	13%	28%	37%	19%

An examination of the table reveals that, of the 59 per cent of problems rated as "very high" or "high" at the outset, only 17 per cent remained in that category after being attended to by the community teacher. At the outset, only six per cent were in the "low" category, but by the end of May, 58 per cent fell into the "low" and "non-existent" categories.

On this form, community teachers were also asked to state the nature of the problem. The following are a few examples of problems which were included:

> "I worked with a classroom to help them present a fashion show. African dresses and shirts that the children made were displayed. I was able to enlist the help from a young mother who models and dances."

> "Father and mother can neither speak nor hear and want to have their child tested for hearing and speech deficiencies and placed in a nursery school. I arranged for testing at the Board of Education and placement was made for the child in a pre-school class."

> "I checked as to the eligibility of applicants for Guardsmen's camperships. I was disappointed to find that children have a better chance of being accepted if they could pay a fee of ten dollars each."

> "A kindergarten child came to school with torn clothes and inadequate underwear. I secured some clothing for her from a community agency. Both parents and child were pleased with the clothing."

> "I helped plan a program for a P.T.A. meeting. Notes were sent to parents of participating pupils. There was 100% attendance of these parents at the meeting."

Teacher Questionnaire. Questionnaires were distributed to all classroom teachers in the ten Title I schools requesting their assessment of community teacher services. Their responses are summarized on the following page.

EFFECTIVENESS OF COMMUNITY TEACHER SERVICES AS JUDGED BY CLASSROOM TEACHERS

How helpful has your community teacher been in:	A Great Deal	Some	Little	Not at All	No Response
Promoting positive relationships between home, school and community?	35%	30%	12%	12%	12%
Developing a positive attitude toward school and education in those children who receive service?	25%	29%	15%	12%	18%
Improving the daily attendance of those children who receive service?	19%	22%	16%	19%	23%

N=181

In addition, twenty-two per cent of classroom teachers reported that they had no contact with the community teacher. The classroom teachers who had contact with the community teacher rated them as being most effective in promoting positive relationships between home, school and community. Fifty-four per cent responded favorably concerning the development of positive attitudes toward school and education in those children who received service. Feelings about the impact of the community teacher program, besides reflecting opinions of the community teachers' services, also seemed to be somewhat dependent upon the individual community teacher's relationships with school staffs. Feelings were also dependent upon whether the specific school had the services of a community teacher on a full-time basis.

Principals' Assessment of Community Teacher Services. Questionnaires were distributed to principals of the ten Title I schools and the four receiving schools. The questionnaire, used in an interview situation, requested their assessment of community teacher services. Their responses are summarized below and on the following page.

EFFECTIVENESS OF COMMUNITY TEACHER SERVICES AS JUDGED BY PRINCIPALS

How effective has your school-community teacher been in terms of:	Very Effective	Effective	Ineffective	Adversely Effective	Unknown
Developing positive relationships between home, school and community?	43%	29%	14%	7%	7%
Developing positive attitudes toward parents on the part of teachers and other school personnel?	36%	36%	7%	7%	14%

EFFECTIVENESS OF COMMUNITY TEACHER SERVICES AS JUDGED BY PRINCIPALS (Continued)

How effective has your school-community teacher been in terms of:	Very Effective	Effective	Ineffective	Adversely Effective	Unknown
Developing positive attitudes towards the community on the part of teachers and other school personnel?	36%	36%	21%	0%	7%
Developing positive attitudes toward the school on the part of pupils and parents?	29%	50%	14%	0%	7%
Arranging for parents and teachers to meet together?	29%	64%	7%	0%	0%

N = 14

This table indicates a definite positive response in all areas. Examination of the table indicates that community teachers were most effective in developing positive attitudes towards the school on the part of pupils and parents. With reference to the first three items, 72 per cent of the principals responded favorably to community teacher services. All principals, with the exception of one, indicated that the community teachers were "very effective" or "effective"in arranging for parents and teachers to meet together.

Principals who responded that the community teacher services were "ineffective" or "adversely effective" did not have the services of a full-time community teacher. In one school, the community teacher resigned in early spring and no replacement could be found to fill that position.

Principals were also asked, "What has the community teacher program done to improve the classroom climate?" The following comments, reflecting the success of the program, were made by principals:

> "Our community teacher was able to get the parent advisory council organized and active. She relieved pressure on the school, specifically classrooms, by referring children to tutors or discussing disciplinary problems with teachers and in turn with parents."

> "The presence of the community teacher has brought about contact between teacher, school, and parents, which in itself brings about more understanding and thus improves classroom climate."

> "Our community teacher has provided direct contact with the home when needed, has done follow-ups on individual pupils, including weekly conferences, and has provided transportation when needed to bring parents to school for conferences of special programs."

> "Our community teacher has helped to develop understanding between parents and teachers who had negative rapport with with each other."

> "Teachers in the school appreciate having someone they can go to who will help them communicate more effectively with parents."

> "Our community teacher has improved the classroom climate by offering her services to teachers to help them with problem children. She has checked some of their daily work, listened to their problems, and has related facts concerning the child's behavior and work in the classroom to the parents. Parents and teachers have felt free to mention racial incidents to our black community teacher."

One principal who is actively involved in his bilingual community feels that the community teacher program revolves around the specific person. He reported that she was active not only in community organizations but also in the community.

Limitations of the Program and Recommendations for Change. In general, the community teachers felt that they were able to meet all their objectives to some degree. Limited time in each school and their heavy schedule interfered with in-depth effectiveness. The statement of one community teacher who was assigned to two schools reflected the general feeling of many. She reported,

> "My initial contacts and referrals were effective, but I didn't have enough time to do second and third follow-up visits with many cases where it would have been helpful."

Insufficient time to do all that needed to be done was the major complaint of the community teachers who were serving two schools.

Community teacher services were unavailable in one school until March, as a result of the fact that no one could be found until that time to fill the full-time position at that school. Another resigned in early spring, and again no replacement could be found. Principals of these two schools indicated in the questionnaire that they felt the void. The duties and responsibilities of the community teacher had to be assumed by them, adding to their already crowded schedules.

Principals who had half-time community teacher services this year requested the assignment of a full-time community teacher to their schools for next year. One principal working in a school with an enrollment of over 1,100 pupils indicated the need for two full-time community teachers. All receiving school principals requested an increase in community teacher services.

Among the other recommendations of the principals for making the role of the community teacher more effective in 1970-71 were:

> "Involve school-site administrator in selection and appointment of community teachers so any misgivings about their ability to work together might be alleviated."

> "Conduct periodic orientation and information sessions."

"If possible, assign the same community teacher to each school next fall in order to insure continuity of the program."

"Conduct in-service and workshop training for the community teacher on effective community and parent relations."

In connection with the last statement, most principals indicated that a workshop stituation would prove beneficial in training community teachers to function as leaders in the school and community and help improve their skills in organizing and working with groups. It was also recommended that in-service training be conducted prior to the commencement of school. In this way the role of the community teacher could be set forth to all school personnel so that more effective use of their services could be made.

Due to the late assignment of the community teacher field representative, very few community teacher in-service meetings were held this year. Consideration should be given to holding more in-service staff meetings in 1970-71. This would lead to more effective exchange of information and successful ideas among community teachers.

Due to the physical lack of space in many schools, a private room in which the community teachers could hold conferences,etc. was not always available. Desirable working conditions would include adequate private office facilities at the school-site.

Conclusions. Constant efforts were made by the community teachers to create awareness in all concerned of the educational and social needs of children in the schools and to encourage both parents and teachers to use all available resources in meeting these needs. In all areas of service, the majority of teachers and principals indicated that the community teachers made a definite contribution in their efforts to achieve the preconceived aims of the program.

Consideration should be given to strengthening and expanding the program by assigning one full-time community teacher to each of the six schools which had part-time services this year. This extension would involve the classroom teacher more fully in the total school-community-pupil relationship and provide more quality service in all areas concerned.

CHAPTER 5

PARENTAL INVOLVEMENT

5.1 PROFILE OF COMPONENT

"A systematic plan for parent involvement shall be part of the comprehensive program." So mandates the California State Department of Education's Guidelines: Compensatory Education (revised April 1969). Parent-teacher conferences, teacher aides hired from the target school's community, advisory committees, and community teachers made parents aware of the school's instructional program and their children's progress in order to promote cooperative and supportive relationships between home, school and community. The estimated cost of the Parent Involvement Component for the 1969-70 school year was $108,669.

Objectives.

To increase the pupils' expectations of success in school

To improve the children's emotional and social stability and/or that of their families

To develop positive relationships between home, school and community

To develop positive attitudes toward parents and the community on the part of teachers and other school personnel

To make parents aware of the school's instructional program and their children's progress

To develop positive attitudes toward school and education on the part of pupils and parents

To encourage parents and teachers to meet together

To establish communication lines to foreign-speaking parents by providing interpretive services

To assist parents in helping their children in the learning process

To involve parents in the life of the school

To organize, activate, and/or further the functioning of the school site or District advisory committee(s).

Parent-Teacher Conferences. Parents meet with their child's teacher twice during the year to discuss their child's personal development and academic progress. This new way of reporting pupil progress was instituted in all San Francisco Unified School District elementary schools for the first time this school year. Now, instead of receiving a report card six times during the school year, 20-minute parent-teacher conferences are held in October and April, and alternate with the issuance of the traditional report card in January and June.

Teacher Aides. At least 50 per cent of the teacher aides were hired from the community. Parents of children enrolled in target area schools were hired as aides or welcomed as volunteers.

Advisory Committee. The 1969-70 Title I State Guidelines mandated that, besides the District Advisory Committee, each school would have its own advisory committee. Committees, composed substantially of parents of target area children, were organized and activated.

Community Teachers. Seven successful teachers of various racial-ethnic backgrounds served in the unique Title I position of community teacher. They existed to establish and maintain positive lines of communication between school and community and to get parents actively involved in school affairs.

Section — Evaluation Strategy.

5.2 A questionnaire was used in an interview situation with each of the ten target area school principals to obtain his observations, opinions, and attitudes about the Parent Involvement component.

5.3 Questionnaires were given to each aide and his teacher to determine the number of aides from the community, the number of parents and their relative activity in the community, and whether the aides were performing duties related to the Title I instructional program.

Chapter

4 A questionnaire was given to each classroom teacher to obtain information about contact with, and the effectiveness of the community teacher. The results of this questionnaire were reported in Chapter 4.

4 Questionnaires were given to each community teacher to accumulate information concerning his activities, his service, and his contacts, as well as general appraisal and recommendations about the community teacher activity. The results of this questionnaire were reported in Chapter 4.

5.2 QUESTIONNAIRE TO PRINCIPALS

Principals' Commitment to Parent Involvement. The parent-involvement questionnaire was used in an interview situation with the ten principals of the ten intensive services schools. It was developed to assess the effectiveness of parent-community involvement activities, in the light of the component objectives.

Principals were asked: (1) whether they felt that the present amount of parent involvement at their schools represented "insufficient," "average" or "too much" parent involvement, and (2) approximately what proportion of a principal's time should be devoted to improving school-community relations.

One principal stated that ten per cent of his time was needed to improve school-community relations. Two principals did not state how much of their time should be devoted to improving school-commuity relations. They said that if schools were doing an effective job of teaching, then school-community relations would take on a different role than that mandated for it. Parent involvement should not have to be group involvement, but should be rather the individual parent concern for his particular children.

A principal, very actively involved in his school's relations with its bilingual community, felt that, although there was enough community involvement, there was definitely "insufficient" parent involvement. He felt, as did five other principals, that one-fourth of a principal's time should be devoted to improving school-community relations. One principal felt that, with his excellent staff, his role as a principal no longer demanded as much effort in the areas of curriculum and management, but more in the area of parent-community involvement.

Another principal, very actively involved in his school's relations with its black community, had built up such a working relationship with various community groups that his school is used every evening and on Saturdays by groups such as the EOC, the Martin Luther King Square Tenants Union, the Western Addition Community Organization, the Peace and Freedon Party, and the PTA. The children in his school had the "very effective" tutorial services provided by a Catholic girls' high school, the Podiatry College, and a Methodist adult volunteer group. His school operated as a referral center to such organizations as San Francisco's Legal Assistance Foundation and Mount Zion Hospital and Medical Centers, and a federally funded "Comprehensive Child Care Project." The YMCA provided some of the pupils in his school with individual counseling and guidance and free camp. This principal felt that the demand of school-community relations were so great that, to do a "proper job," he would have to devote three-fourths of his time to it, which, of course, in his position as a principal of a school he is unable to do.

Effective Approaches. When asked how effective certain groups had been in improving school-community relations, the principals generally agreed that "parent-teacher conferences" and "teacher aides" and been the most effective and that PTA's or parent service groups and the parent advisory groups tended at this point in time, to be ineffective in improving school-community relations.

EFFECTIVENESS OF SCHOOL-COMMUNITY RELATIONS APPROACHES AS JUDGED BY PRINCIPALS

	Per Cent of Principals Responding				
	Very Effective		Effective		Ineffective
Parent-Teacher Conferences	80%		10%	10%	
PTA or Parent Service Groups	10	10	30	30	20
Noontime Supervisors	40		40	20	
Teacher Aides	60	30	10		
School Site Advisory Committee	20	10	10	50	10
District Advisory Committee			10	50	40

N = 10

Insufficient Parent Involvement. Almost all the principals felt that involving community organizations was easy, but only accidentally was a parent represented. Getting parents "involved" was their biggest problem. The PTA was criticized for its overly-structured nature, which alienates many parents, and its large required "donation" to the national organization. Even the most vocal and active of the parent advisory groups had difficulty getting more parents involved. The need to build "trust" between the school and parents appears to be based on the fact that parents still do not believe the schools want their help. Other reasons given by principals for apathy in parent participation were "cultural shyness," their own personal problems living in slum areas, feelings of limited verbal facility in the realm of educational jargon, fear of taking initiative, and language difficulties of foreign-born parents.

A Suggestion for Bridging the Gap Between Schools and Parents. Since many parents are new to this country, or uninformed about the workings of San Francisco schools, it was suggested that the School District or ESEA publish a pamphlet, tri-lingual if necessary, making parents aware of the school's instructional program, welcoming them to the school, publicizing the desirability of parent involvement, and explaining what parents can do to help the school and their children.

Parent-Teacher Conferences. The parent-teacher conference was designed to give the teacher and the parent an opportunity to meet and discuss the educational growth and special interests of the pupil in an informal atmosphere. Parents were encouraged to talk about their child, his hobbies, his potential and special interests. The District guidelines for parent-teacher conferences recommended that teachers be "good listeners" and, if necessary, "ask leading questions." Teachers were to discuss with the parent the child's academic standing (strengths and weaknesses) and his emotional, social and physical development observed in the school environment. It was hoped that by this oral exchange of vital information, both parent and teacher would gain increased awareness of the needs of the child. The conference report was used for the first and third reporting period; the District report card was used for the second and fourth reports. During the two weeks when conferences were scheduled, all elementary schools operated on a shortened day, with parent-teacher conferences held in the afternoons.

Most of the principals reported that parent-teacher conferences were "very effective" in making parents aware of the school's instructional program, and their child's progress, and in improving teacher attitudes and understandings toward the parents and the home.

EFFECTIVENESS OF PARENT-TEACHER CONFERENCES AS JUDGED BY PRINCIPALS

	Per Cent of Principals Responding				
	Very Effective			Ineffective	Unknown
How effective have parent-teacher conferences been in:					
a. Making parents aware of the school's instructional program?	70%	10%	20%	-	-
b. Making parents aware of their child's progress?	60	30	10	-	-
c. Improving teacher attitudes and understandings toward parents?	70	20	10	-	-
d. Assisting parents in helping their children in the learning process?	20	30	40	-	10

N = 10

In order to increase the number of parent-teacher conferences, several schools held some of the conferences at night so that working parents could attend. The Title I school having an enrollment over 1,100, of which 93 per cent are Chinese, had its parent-teacher conference report form and its regular report card printed in both Chinese and English. During the afternoon and evening conference periods of this school, 54 interpreters (41 high school students and 13 parents) worked with parents and teachers to insure that the oral exchange did, in fact, increase the awareness of the needs of the child for both parent and teacher.

Seven of the ten ESEA schools had at least 70 per cent parent attendance at the parent-teacher conferences.

5.3 QUESTIONNAIRES TO TEACHERS AND TO TEACHER AIDES

Questionnaires were given to aides and their teachers to determine the number of aides from the community, the number who were parents and their relative involvement in the community activities, and to describe the aide duties related to the Title I instructional program.

The high percentage of aides responding to the questionnaire was due to the excellent communications among the aides and their attitude toward the items on the aide questionnaire. Because the aides were developing a "Paraprofessional Handbook," the aides at each school site met with their handbook representative to give their reactions to the topics to be discussed next and to the chapters of the handbook that had just been written. It was during the time that these aide meetings were being held, that the aide questionnaire was distributed and that the aide representatives on the handbook committee were apprised of the aide questionnaire returns from their respective schools. The positive attitude toward the items on the aide questionnaire was observed when members on the handbook committee requested that several items from the questionnaires, theirs and the teachers' questionnaire, be used to evaluate aide service.

Community Aides. Two-thirds of the 87 Title I aides were from the community. Of the 57 community aides, 88 percent were parents, (of whom three were also students). Sixteen percent of all the aides were students.

Aide Activity in School/Community Organizations. When asked, "How active in community and/or school organizations are you?", 88 percent of the community aides and 57 percent of the non-community aides indicated "a great deal" or "some" activity.

Some principals felt that parents should be "required" to become actively involved in the schools, for too often parents have anti-school attitudes. These principals have observed that, as a result of working in the school, parent aides have changed their attitudes toward schools and are better able to help their children in the learning process.

Improved Parent Understanding and Involvement. A large majority of teachers having aides agreed with the principals that community aides had done a great deal to improve school-community relations. The following are some comments made by teachers about community aides:

> "My aide has a child in the school. After working in the classroom she said that she had no idea how much preparation and teaching time it took to help children learn."
>
> "One aide told me that she never realized that many children cause 'trouble'. She thought the teachers were at fault until she started working in a classroom. Several aides have said that they were taking more interest in their own children's work."
>
> "My aide has spoken to some of my children's parents regarding their behavior. She seems quite willing to enlighten parents about the children's behavior in the classroom and discuss ways of improving the situation."

> "Parents, relatives, and friends of children in the school, as aides, have seen, first hand, how their children behave and have corrected a situation or disciplinary problem. There is a closeness which helps the communication between parents and teachers."
>
> "Aides have become aware of the many problems teachers have and have interpreted these to their neighbors in a sympathetic light."
>
> "Aides became more involved in PTA and participated in parent in-service. They go out into the community to recruit other parents to participate in school functions and tell others about the programs in this school."
>
> "Parents who work in the school were more willing to attend the parent-teacher conferences."
>
> "Parent aides feel much more a part of, and are more involved in, the school. The school atmosphere is less alien to the community. At Open House, they seemed very comfortable in the school."
>
> "Many of the aides are members of the PTA and parents of children. The communication was evident at the graduation of sixth graders, when we had a record turnout."

But Do Community Aides Provide Only "One-Way" Improvement of School-Community Relations? The large majority of teacher comments relating how the use of aides had improved school-community relations indicated a one-directional improvement, i.e., that of the parent for the school. It was a rare comment that indicated any teacher learnings about the parents or community. There was great appreciation for the services of aides, yet negligible indication of achieving this component's objective of developing "positive attitudes toward parents and the community on the part of teachers."

One of the few teachers who did comment on her change of attitude said, "I have a greater appreciation for the talents and creative ability of the poor, uneducated, minority parents of my pupils. My college degree is worth little compared to the dedication, hard work, reliability, and the development of the 'knack' for teaching children that some of the aides have."

Length of Service as an Aide. Community aides who have been aides for more than one school year tend to have worked in only one school while non-community aides have not. Of the 18 community aides who have worked as aides for more than one year, 13 have served in only one school, one has worked 40 out of 50 months at his present school, and another has worked 32 out of 37 months at his present school. The following table shows the length of service as an aide and as an aide in their present school.

LENGTH OF SERVICE AS AN AIDE

	Community Aides				Non-Community Aides			
Number Responding	N = 57				N = 30			
Number of Months as Aide:	Total		At Present School		Total		At Present School	
	%	(No.)	%	(No.)	%	(No.)	%	(No.)
1-10 months	68%	(39)	70%	(40)	47%	(14)	73%	(22)
11-20 months	11	(6)	12	(7)	30	(9)	20	(6)
21-30 months	5	(3)	4	(2)	20	(6)	3	(1)
31-40 months	7	(4)	9	(5)	3	(1)	3	(1)
41-50 months	5	(3)	2	(1)				
51-60 months	4	(2)	4	(2)				
TOTAL	100%	57	101%	57	100%	30	99%	30

Of the 46 percent of the non-community aides who have worked as an aide for more than one year, half are students and are not attached to a particular school or community.

Educational Background and Foreign Speech Abilities of Aides. When asked, "What is the highest grade in school you have completed?", 39 percent of the community aides and 73 percent of the non-community aides reported some post-high school education. The following table shows the educational background of the aides.

HIGHEST LEVEL OF EDUCATION COMPLETED BY AIDES

	Community Aides		Non-Community Aides	
	%	No.	%	No.
Elementary School	4%	(2)		
Junior High School	9	(5)	7	(2)
Senior High School	49	(28)	20	(6)
Trade or Business School	12	(7)		
College, 1-2 years	11	(6)	37	(11)
College, 3-4 years	12	(7)	23	(7)
College, post graduate	4	(2)	13	(4)
TOTALS	101%	(57)	100%	(30)

Of the six post-graduate student aides, four were of foreign origin -- three Filipino and one Chinese. The three Filipinos worked in the Title I school with 31 per cent Filipino enrollment.

Of the eleven aides at the school with 93 per cent of its enrollment Chinese, six aides had at least three years of college and were fluent in Chinese.

Forty-two per cent of the community aides and 47 per cent of the non-community aides were bilingual. Of all Title I aides, 15 per cent spoke Spanish, 17 per cent spoke Chinese, and eight per cent spoke Tagalog, the Philippine national language. Almost all these bilingual aides were assigned to schools in which their foreign-speaking abilities were sought and used.

Aides provided teachers with insights about children and adults in the community, provided interpretive service for students, teachers, and parents, and were "great neighborhood resources." Some of the teachers reported the help of their aides in the following manner:

> "Certain pupils' problems were better met because the aide knew the family situation which created the problems."
>
> "My aide was able to interpret during conferences with parents, and has helped me by making various phone calls, and translating and writing letters to parents."
>
> "My Spanish-speaking aide conferred with parents and helped persuade them to send their children to the Outdoor School Camp. My Spanish-speaking boys identify with him."
>
> "My aide speaks Spanish fluently. She went with me to put advertisements in Spanish-speaking papers for our fair. She spoke to many in our neighborhood about the fair."
>
> "Conducting a unit on black studies, my aide had discussions with the class, brought in artifacts, and stimulated interest in black history."

Hiring and Assignment of Aides. In general, aides heard about their positions through word of mouth. Only 28 per cent of the Title I aides learned about their positions through formal channels, e.g., through school notices, in the case of some of the community aides, and through job applications at the paraprofessional office of the Board of Education for some of the non-community aides.

About 70 per cent of the teachers having aides did not have any part in the selecting of their aides, yet 85 per cent of the teachers felt that they should have some "choice" in the selection of their aides. The following table separates the teacher responses to questions about the selection of their aide into classroom teacher responses and specialist responses.

TEACHER RESPONSES TO QUESTIONS ABOUT SELECTION OF AIDES

	Per Cent of Classroom Teachers			Per Cent of Specialists	
Number Responding	N = 91			N = 63	
	Yes	No	No Response	Yes	No
Did you have a part in selecting your aide?	15%	85%	-	48%	52%
Do you feel you should have some choice in selecting your aides?	79%	14%	7%	91%	9%

Many teachers felt that, even though their aides were "excellent," "it was just by luck," and that the only amount of "choice" they wanted in the selection of their aides was ex post facto, that of being able to replace an aide who "didn't work out."

Before starting work, 90 per cent of the community aides and 97 per cent of the non-community aides indicated at least some understanding of the duties and responsibilities of their job.

Aides were asked how much time they spent "teaching", doing "clerical duties", and on "other activities." The following table shows the variety of activities that aides performed. It also shows that "teaching" was the major activity of the aides.

THE AMOUNT OF TIME AIDES SPENT ON VARIOUS DUTIES

Amount of Time Spent	Per Cent of Responses									
	A Great Deal		Some		Little		None		No Response	
Duties	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	46%	(40)	33%	(29)	7%	(6)	6%	(5)	8%	(7)
Clerical Duties	9	(8)	31	(27)	17	(15)	36	(32)	6	(5)
Other Activities										
Yard Duty	14	(12)	13	(11)	2	(2)				
Room Cleanup or Preparation	8	(7)	6	(5)	1	(1)				
Room Decoration	5	(4)	7	(6)	5	(4)				
Food Service	6	(5)	3	(3)						
Training of Other Aides	1	(1)	6	(5)						
Audio-Visual Work			6	(5)						
Miscellaneous-all less than 5 per cent										

N = 87

The sums of the per cents in the "a great deal" and "some" columns show that about 80 per cent of the aides"teach,"40 per cent have clerical duties included, about 30 per cent do yard duty, and about 15 per cent have duties involved in classroom care and beautification. The range of aide duties was extended to include the training of other aides when 222 AB 606 aides were hired in the spring to help in nine out of the ten Title I schools.

Teacher Evaluation of Aide Service. Teachers rated aides as most helpful in the area of tutoring. In descending ratings of helpfulness after tutoring were: help with classroom routines, preparation of materials, clerical work, and audio-visual. The following table shows the relative helpfulness of aides in tutoring and in other duties related to and supportive of the instructional program.

TEACHER EVALUATION OF THE HELPFULNESS OF AIDES IN VARIOUS AREAS

How helpful have aides been in:		Per cent of Teachers Responding					
		Very Helpful		Helpful		Negligibly Helpful	
		%	(No.)	%	(No.)	%	(No.)
Tutoring Individuals							
Classroom Teachers	(N= 87)	62	(54)	24	(21)	14	(12)
Specialists	(N= 63)	73	(46)	13	(8)	14	(9)
All Teachers Having Aides	(N=150)	67	(100)	19	(29)	14	(21)
Tutoring Small Groups							
Classroom Teachers	(N= 85)	60	(51)	26	(22)	14	(12)
Specialists	(N= 63)	60	(38)	24	(15)	16	(10)
All Teachers	(N=148)	60	(89)	25	(37)	15	(22)
Classroom Routine							
Classroom Teachers	(N= 87)	51	(44)	30	(26)	20	(17)
Specialists	(N= 58)	47	(27)	29	(17)	24	(14)
All Teachers	(N=145)	49	(71)	30	(43)	21	(31)
Preparation of Materials							
Classroom Teachers	(N= 87)	49	(43)	24	(21)	26	(23)
Specialists	(N= 62)	58	(36)	21	(13)	21	(13)
All Teachers	(N=149)	53	(79)	23	(34)	24	(36)
Audio-Visual							
Classroom Teachers	(N= 85)	24	(20)	22	(19)	54	(46)
Specialists	(N= 57)	26	(15)	32	(18)	42	(24)
All Teachers	(N=142)	25	(35)	26	(37)	49	(70)
Clerical Work							
Classroom Teachers	(N= 85)	35	(30)	19	(16)	46	(39)
Specialists	(N= 60)	35	(21)	30	(18)	35	(21)
All Teachers	(N=145)	35	(51)	23	(34)	41	(60)

Teachers noted that their rating of their aide's helpfulness in the various areas was dependent on such factors as the too few hours of aide service, working space problems, lack of aide skills in printing and spelling, lack of knowledge in the area assigned to tutor in, poor understanding of spoken English, unfamilarity with audio-visual equipment, etc. The primary weakness of aide service for most teachers was the lack of preparation and consultation time with the aide.

Teacher Recommendations for the Selection of Aides. When asked, "What criteria would you use in selecting an aide?", teacher responses fell into four general areas: (1) interest and ability in working with children, (2) willingness to work, coupled with a positive attitude toward their job as an aide, (3) having at least a high school education, and, if foreign born, having a good command of English, and (4) valuing education.

The following are sample comments of what teachers want in their aides.

> "The aide should have an honest, active concern to be constantly helping children and should be seeking out the ones who are quietly struggling, always looking for the child who needs help."
>
> "She should have the desire to work with children and the ability to relate to them without being Mrs. Santa Claus."
>
> "She must be able to work with people."
>
> "Aides should be prompt and come to work regularly."
>
> "They should be responsible about their attendance."
>
> "She should be able to walk a lot, bend, stand noise, and accept the 'good' with the 'bad'."
>
> "Someone who is healthy and has a good personality."
>
> "An aide should be a warm, self confident person, willing and able to learn the skills and routine essential to the job."
>
> "She should demonstrate the ability to grow on the job."
>
> "She shouldn't be afraid to ask questions."
>
> "An aide should have the ability to be a co-worker."
>
> "She should understand the supportive roles that teachers and aides have in facilitating learning."
>
> "Open mindedness and willingness to listen and contribute are important."
>
> "Aides should show a great interest in children and in the value of their education."
>
> "They should be interested in improving school instruction."

Aide Interest in Teaching and Satisfaction with Use of Their Services. Over 70% of the aides said that they would like to be a teacher. Half of them have become interested in teaching since being an aide. Of the 37 community aides that would like to be a teacher, most (60%) have developed an interest in teaching since being an aide. Of the 25 non-community aides interested in teaching, most (60%) were interested in teaching before working as an aide.

When asked, "How well are your aide services being used?", the following table shows that 86% of the aides felt their service was well used.

AIDES' OPINIONS OF USE OF THEIR SERVICES

	Per cents and Numbers of Responses			
	Community Aides		Non-Community Aides	
How well are your aide services being used?	%	(No.)	%	(No.)
Very well	68%	(39)	69%	(20)
Well	18%	(10)	21%	(6)
All Right	14%	(18)	10%	(4)
Poorly	0%	(0)	0%	(0)
Very Poorly	0%	(0)	0%	(0)

5.4 ADVISORY COMMITTEES

DISTRICT ADVISORY COMMITTEE

The California State Department of Education's Guidelines: Compensatory Education (revised April 1969) states that "... the school district shall establish a local advisory committee to bring about the cooperation and coordination of all community resources... The principal function of the local advisory committee is to assist and advise the school district in:

1. Developing programs in cooperation with existing community action programs in their locality
2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children
3. Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs
4. Acting as a hearing board for any individual or group who may want to propose additions to, or changes in, the school district's proposed compensatory."

The District Advisory Committee in its third year of operation had parents in leadership positions for the first time this year. Over half of the members that attended nine of the eleven monthly meetings were parents. The District Advisory Committee decided that, before it could make recommendations, it must first become familiar with the ESEA Title I program. Therefore, each component was explained and viewed in action in different target area schools including one meeting at a non-public school. Parent officers were elected and the committee and its functions clarified. The 1970-71 ESEA Title I program proposal was discussed and recommendations made, and tentative meeting dates for the 1970-71 school year scheduled.

The District Advisory Committee Recommendations for the 1970-71 school year.

Funds should be made available for transportation of parents of bused children to parent/teacher conferences and open houses at receiving schools.

In order that problems do not develop, each school's parent advisory group should contact and encourage other parents to visit classrooms.

At the beginning of the school year, to ensure communication among the schools, parents, and the community, each parent advisory group should sponsor, or at least encourage, an informal "get-acquainted" meeting.

Each school's parent advisory group should explore ways of involving parents in the school and its activities.

Each parent advisory group should keep a record of, and report their activities to the District Advisory Committee. In the case of non-public schools, it is recommended that each "area" keep a record of activities and report to the District Advisory Committee.

1969-70 DISTRICT ADVISORY COMMITTEE ATTENDANCE

Number of Persons Attending

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Bessie Carmichael			2		2	2		1				7
Commodore Stockton		2	1		1		2	3				9
Daniel Webster			1		1						1	3
Golden Gate		2				2					2	6
Hawthorne								1				1
Jedediah Smith				2	1	2						5
John Muir			1	4	3	3	4	3	4	2	3	27
John Swett					2	3	1	1	2	3	4	16
Marshall	1	1	1	1	2	1	2	2	2	2		15
Sir Francis Drake			1				2	1	1	5	2	12
Community Teachers			2		2	2	1					7
Other SFUSD Personnel	4	5	9	6	6	6	4	6	3	2	2	53
Non-Public Schools	2	2	2		5	3	3	1		1		19
S.F. Chamber of Commerce												0
Human Rights Commission	1	1	1	1	1	1	1	1	1		1	10
Archdiocese of S.F.	1	1	1	1		1	1	1	1	1	1	10
PTA (Sec. District)		1		1								2
Social Services Dept.	2											2
S.F. Health Dept.	1	1	1	1	1		1					6
Jewish Community Relations	1	1	1			1	1				1	6
Economic Opportunity Council	1		1									2
Hunters Pt. I and II	1											1
Other						1	2					3
TOTAL PRESENT	15	15	27	17	27	28	25	21	14	16	17	222
TOTAL MEMBERS	11	11	17	12	20	20	19	16	12	15	16	
TOTAL PARENTS	5	5	11	7	15	16	14	13	9	12	12	

PARENT ADVISORY GROUPS

"In addition to the required district-wide advisory committees, school districts are required to form, within a reasonable time a parent adivsory group at each target area school," mandates the California State Department of Education's Guidelines; Compensatory Education (revised, April 1969), and these were the only guidelines for forming parent advisory groups.

Schools were made aware of this mandate but, because there were no statements about the parent advisory groups' responsibilities, nor dates by which the groups should function, it was not easy to organize and activate the site parents' advisory group. With parent participation in school-sponsored organizations so limited, getting parents to volunteer or even consent to be on a parent advisory group was difficult.

The State mandate quoted above left considerable freedom to school site parent advisory groups as to what the responsibilites of these groups were, the minimum numbers of and qualifications for membership, and the dates by which the groups should function. The State mandate was communicated personnally to the principals of Title I schools, together with the further guidance that school site advisory groups should adapt the guidelines for the District Advisory Committee for their own needs.

Since the "central focus of the activities of community teacher is the involvement of parents in the life of the school," it was the community teachers who organized and activated the advisory groups at three of the schools. At the other seven schools, this was the task of the principal.

Organization of Parent Advisory Groups. Almost all the 70 parents who did become members of their school's parent advisory group were either already active in the PTA or were aides in the school. The number in each parent advisory group ranged from three through twelve, with seven being the average size. Each school's district advisory committee representative was also a member of the parent advisory group. Eight parents at four schools were also active in other community organizations.

Five of the advisory groups were organized during the first three months of the fall semester, and the other five groups were organized during the first three months of the spring semester. The number of meetings of any one group ranged from one to 25 meetings, with between three and five meetings being the most common.

When each school site began writing its own 1970-71 Title I proposal in April, the parent advisory groups were consulted.

Parent Advisory Groups' Responsibilities. Of the interviewed principals, three were undecided about what the parent advisory group's responsibilities to the school should be. Other principals considered that the responsiblities of these groups were those of involving other parents in the school and making recommendations to the school. Some other responsibilities considered to belong to the parent advisory group were: representing the school at Board of Education meetings, helping to represent the school in community politics, and helping parents to know what they can do at home to help their children in the learning process.

Recommendations for Parent Advisory Groups. It is recommended that either the State or the District, in early September, set forth more detailed guidlines for the organization, activation, and functioning of the parent advisory groups, which specify the duties and responsibilities of the groups.

CHAPTER 6

INTERGROUP EXPERIENCES

The Intergroup Experiences Component, was mandated to alleviate racial, social and/or linguitic isolation, and to include such activities as desegregation planned human relations activities, ethnic studies, and pupil exchanges.

Educational opportunities offered by, and unavailable without, ESEA Title I funding were:

1) The busing of children from one ESEA target school to receiving schools in other San Francisco Neighborhoods,

2) One-week experiences for fifth grade San Francisco pupils in Title I schools with suburban Marin County sixth grade pupils at an outdoor residence school camp,

3) All day field trips to Marin County's Audubon Canyon Ranch, Point Reyes National Seashore, or Muir Woods National Monument, and

4) Intercity classroom visitations and/or activities and/or San Francisco-Marin County classroom visitations.

The proposed intergroup experience component's budget was $97,452 or about four per cent of the 1969-70 ESEA Title I operational appropriation. The Outdoor Education activity, its largest element, was budgeted at $57,450. Based on the estimated 800 fifth grade San Francisco public school pupils who could attend the outdoor school camp, the per pupil cost was $72.00. Transportation to receiving schools constituted 36 per cent of the component with an estimated busing cost of $100.00 per pupil.

Objectives. The objectives of this component were selected from a forced-choice list of objectives identified by the California Division of Compensatory Education's "Application for Federal Assistance to Meet the Special Educational Needs of Educationally Deprived Children." They were:

To improve the children's self-image

To provide racially and ethnically integrated education experience

To change (in a positive direction) their attitudes toward school and education

Participating Personnel. The San Francisco Unified School District provided five certificated staff members to work with pupils, classroom teachers, parents, ESEA school staffs, and camp staff to organize and operate the cooperative intergroup experience.

From October, the full-time intergroup curriculum resource teacher initiated and conducted activities and developed materials appropriate to goals of this component. In the spring semester, a non-Title I principal was designated as San Francisco's camp project director in order to plan and implement San Francisco's part of the outdoor education program partnership with Marin County. To do this, the director required 43½ days of substitute teacher time away from his principalship duties. In the spring semester, three successful elementary teachers, on leave from their classrooms, designated as outdoor education resource teachers, worked with classroom teachers and parents to prepare students for the camp experience and developed materials and performed follow-up activities that enhanced the pupils' learnings from the natural camp setting. While one outdoor education resource teacher worked in schools doing orientation or "follow-up" activities, the other two remained at camp working directly with the pupils and the camp staff.

ESEA fifth grade classroom teachers were invited to attend camp with their pupils (free of charge). Although their attendance and camp participation were completely voluntary, all but one of the 30 San Francisco teachers who did attend camp were teachers having at least some fifth grade Title I pupils. All 26 Marin County teachers who went to camp were the campers' regular classroom teachers. Those Marin County schools having outdoor programs as part of their sixth grade activities had sixth grade teachers' attendance at camp a requirement for being a sixth grade teacher.

Approximately 30 "academically talented" high school students from four San Francisco high schools were invited to volunteer to attend camp for a week (free of charge), to assist the camp naturalists and to provide for more individualization in the teaching program at camp. Although two students per week were planned, the selected San Francisco high school students were so successful that as many as six were invited to camp one week. A total of 54 San Francisco high school students worked as volunteer assistants to the naturalists and cabin counselors.

When returning high school students related their experiences at the outdoor school camp, the number of volunteers swelled to double the number that could attend camp; therefore, seniors were given preference over junior volunteers. Those college-bound students who attended camp during final exam week found ways to make up all their examinations and required work. Several of the students returned to visit the camp with friends and to show their friends "the place".

Section	Evaluation Strategy
6.1	An analysis of busing was made to show that busing did alleviate racial isolation.
6.2	An analysis and description of racial-ethnic camp participation was made to show that racially and socially integrated educational experiences had been provided.
6.3	Pre-post camp questionnaires were given to all fifth grade pupils to discover the effects, if any, of the one-week resident outdoor school camp experience on their self-image and on their attitude toward school and education.

Section	Evaluation Strategy (continued)
6.4	Questionnaires were given to parents of fifth grade children who went to camp, to assess their attitude to their child's camp experience.
6.5	An analysis of numbers and types of extended outdoor education field trips and visitations were made.
6.6	A classroom teacher questionnaire was used to discover what classroom teachers had done to improve intergroup or intercultural understanding.

6.1 BUSING

During the entire 1969-70 school year, 327 fourth, fifth and sixth grade children were bused from Hawthorne School to four receiving schools. By dividing some of the 24 classrooms at Hawthorne School to make two rooms and by using the auditorium and activity rooms as classrooms, the school was able to accommodate only the pre-kindergarten through third grade pupils from the community.

Hawthorne students are basically Spanish Surname and/or Spanish-Speaking students. The three schools having only Hawthorne as a sending school remained basically white. In the fourth receiving school, where over half the school population was bused, the racial ethnic complexion approached the District's make-up. The following table shows the integrated quality of the schools after busing.

PER CENT OF PUPILS BY RACIAL ETHNIC DISTRIBUTION

		SS[1]	OW[2]	N[3]	C-J-K[4]	AI[5]	F[6]	ONW[7]	TOTAL	Per Cent of Children in School	Per Cent of Children Bused from Hawthorne
San Francisco K-6	(N=48,927)	14%	36%	29%	15%	-	4%	2%	100%		
Sending School (after busing)											
Hawthorne	(N=653)	69%	17%	5%	2%	-	5%	3%	101%		
Receiving Schools (after busing)											
Stevenson	(N=479)	20%	61%	3%	10%	-	4%	2%	100%	31%	31%
Lakeshore	(N=368)	22	65	6	4	1	2	1	101	33	33
Parkside	(N=490)	12	74	1	8	-	2	2	99	10	10
Sherman	(N=762)	13	37	7	37	-	5	1	100	54	5

1) SS = Spanish Speaking/Spanish Surnames

2) OW = White

3) N = Negro

4) CJK = Chinese-Japanese-Korean

5) AI = American Indian

6) F = Filipino

7) ONW = Other Non-White

6.2 THE OUTDOOR EDUCATION SCHOOL CAMP

San Francisco Unified School District (SFUSD) contracted with their neighboring suburban Marin County School District to co-sponsor a cooperative and joint outdoor education program. The general aim of the school camp was to offer a rich variety of experiences in the out-of-doors that would contribute to the total education of the child.

Objectives.

To allow children from various socio-economic/racial-ethnic backgrounds to live together in a democratic situation for a week

To develop an appreciation of our natural resources and to learn and practice some fundamental principles of conservation

To broaden children's interests and to open to them new fields of interest

To supplement the classroom subject matter through direct experiences

To offer opportunities for the development of each individual's initiative and creativeness

The resident outdoor school site, located about 50 miles south of San Francisco and seven miles from the Pacific Ocean, in a redwood forest, constituted a different type of classroom. In natural settings, ecology, conservation, outdoor manners, and social learnings were observed in a natural fashion as part of the routine of camp life.

The resident Marin County outdoor education consultant and his staff were responsible for the organization and operation of the outdoor school, and for providing socially and racially integrated groups and activities. ESEA Title I funds provided 1) the supportive services of the SFUSD Camp Project director and three outdoor education resource teachers, 2) the transportation of SFUSD's Title I children to and from camp, 3) sleeping bags and rain gear to all San Francisco pupils, teachers, and volunteer high school aides attending camp, and 4) binoculars and microscopes for use at camp. SFUSD's audio-visual department contributed outstanding films on man and nature for use at the camp school.

Pre-Camp Week Activities. The outdoor education resource teachers gave excited fifth grade pupils two sessions of orientation to camp. At these orientations, the children and their teachers were shown slides of the camp, shown the type of sleeping bag and rain gear that they would be using at camp, told what to and what not to bring, and discussed what to expect and what would be expected of them in terms of behavior, duties, activities, and other people at camp. Most orientations included learning a few folk dances that they would be doing at camp.

At the parent orientation meeting, the parents were shown slides of the camp, and told about the camp life, its supervision, the older, serviceable type clothes their child should bring, and the requirement of their written permission for their child to attend. During the discussion period that followed the formal presentation about the camp, many parents had to be reassured that the week at camp was really free of charge for their child. Of all groups, the Filipino, Chinese, and Latin American parents needed the most reassurance about the proper supervision of their children at camp. All parents were invited to visit the camp during the week their child was at camp.

Camp Week Activities. The children, who had written parental permission and their principals' permission, arrived at school Monday morning, with their clothes for the week and a bag lunch. The children boarded the buses about 9:30 A.M. They returned in the early afternoon on Friday.

After about an hour's bus ride, the San Francisco pupils arrived at camp, usually after the arrival of the Marin County students. When the buses were unloaded, the children ate their lunches at the picnic tables. The children from the same school usually ate their lunches together as they curiously eyed their yet unknown fellow campers.

The camp director or his designate welcomed the students, discussed clean-up, outlined their activities for the rest of the day, and assigned the pupils to a cabin counselor and cabin. All Marin County pupils were grouped in one group on one side and San Francisco pupils in another group on the other side for cabin assignment. The assignment to cabins was on the basis of boys or girls and the observable integrated quality of each group.

The Outdoor Education School Camp was the major integration activity of the intergroup experiences component. Each week for 15 weeks, approximately 50 fifth grade pupils from San Francisco and 50 sixth grade pupils from Marin County attended a resident outdoor school from Monday morning through Friday afternoon.

The racial-ethnic complexion of San Francisco's ESEA Title I pupil population is approximately 53 per cent Negro, 20 per cent Oriental, and eleven per cent Spanish Speaking and/or Spanish Surname, while Marin County pupils are almost all white, as shown below:

ETHNIC GROUPS IN TITLE I SCHOOLS AND PARTICIPATING MARIN COUNTY SCHOOLS

	Per Cent of Pupils	
	Participating Marin County Schools N=8,962	San Francisco Title I Schools N=6,050
Racial-Ethnic Group	Per Cent	Per Cent
Spanish Speaking or Spanish Surname	2%	11%
Other White	94%	8%
Negro	2%	53%
Oriental	2%	20%
Filipino	-	5%
Other Non-White	1%	3%
Total	101%	100%

Racial-Ethnic Composition of San Francisco Campers. Based on the racial-ethnic population of Title I schools, and the racial-ethnic numbers of students who did go to camp, the table below shows that the camp program was fully supported by the Filipinos and the Chinese and least supported by the white population in the schools.

PUPIL ATTENDANCE AT CAMP BY SCHOOL AND RACIAL-ETHNIC GROUP

	Number and Per Cent of Pupils										Proposed on the Basis of Nov. Enrollment	Per Cent Attending by School
	Racial-Ethnic Group Designation*											
School	SS[1]	OW[2]	N[3]	C[4]	J[5]	K[6]	AI[7]	F[8]	ONW[9]	TOTAL		
Bessie Carmichael/ Lincoln	12	7	12					31	2	64	75	85%
Commodore Stockton		2	1	155						158	184	86
Daniel Webster	10	9	11					4	2	36	48	75
Golden Gate			45							45	53	85
Jedediah Smith			59							59	85	69
John Muir			87						1	88	100	88
John Swett		2	31	1					3	37	38	97
Marshall	38	16	10	5			1	15	7	92	114	81
Sir Francis Drake			77							77	104	74
TOTAL ATTENDING	60	36	333	161			1	50	15	656	801	82%
PER CENT ATTENDING	9%	5%	51%	25%				8%	2%	100%		
THE NUMBER OF PUPILS THAT SHOULD HAVE ATTENDED CAMP BASED ON THE TITLE I RACIAL ETHNIC POPULATION AND THE PROPOSED 800 PUPILS	88	64	424	160				40	24	800		
PER CENT ACTUALLY ATTENDING OF THE RACIAL-ETHNIC ESTIMATE OF THE 800	68%	56%	79%	101%				125%	63%			

*1) SS = Spanish Speaking/Spanish Surnames
2) OW = White
3) N = Negro
4) C = Chinese
5) J = Japanese
6) K = Korean
7) AI = American Indian
8) F = Filipino
9) ONW = Other Non-White

Participating Pupils. During the 15 weeks between February 15 and June 5, 1970, 656 fifth grade Title I pupils from nine target area schools, along with 757 sixth grade pupils from Marin County schools, attended the resident outdoor school camp for a week. Although the week at camp was free of charge for San Francisco pupils, Marin County pupils paid about $18.00 each to attend camp, with transportation to and from camp and the rest of the camp cost of about $15.00 provided by their district. The percentages of Title I children who did attend camp ranged from 69 per cent to 97 per cent of the schools' fifth grade population.

The total number of pupils at camp during any one week ranged between 70 and 122 campers per week. During the only week that Marin County pupils were not scheduled to attend camp, 38 Marshall pupils and 32 Commodore Stockton pupils went to camp together. Although this group of 70 was the smallest to attend camp, the racial-ethnic mix included 17 Spanish Speaking/Spanish Surname, 5 whites, 5 Negroes, 34 Chinese, 1 American Indian, 6 Filipinos, and 2 other non-whites. This week, the racial-ethnic mixture of the group was obvious. The loud exuberance at meal times, which usually limited extended table conversations, was strikingly missing during this all-San Francisco week. The high proportion of foreign-speaking pupils at camp that week was a factor that limited meal time conversations, as was the fact that 80 per cent of the children were from Spanish-speaking, Filipino, or Chinese family backgrounds, where appropriate children's behavior at meals was silence.

Socially and Ethnically Integrated Experiences. In order to determine the degree to which the outdoor school camp provided socially and ethnically integrated experiences, the pupils who went to camp were asked: "How many new friends did you make at the camp?" The following tabulation shows that 85 per cent of the students made new friends at camp and that the average number of new friends made from their school was six, while the average number of new friends from Marin County and other San Francisco schools was eight.

CAMPER SELF-REPORT OF NEW FRIENDS MADE AT CAMP

	Negro N=174	Chinese N=116	Spanish-Speaking/ Spanish Surname N=45	Filipino N=26	Other N=95	Total N=456
Per Cent of Pupils Making New Friends at Camp	91%	85%	78%	88%	78%	85%
Per Cent of Pupils Making New Friends at Camp from:						
Home School	59%	60%	53%	35%	43%	54%
Marin County and/or other San Francisco Schools	87%	82%	78%	85%	68%	81%
Average Number of New Friends Made at Camp from:						
Home School	8.3	3.0	3.6	6.0	5.5	5.8
Marin County and/or other San Francisco Schools	10.0	5.6	5.4	9.5	9.0	8.3

6.3 PRE-POST CAMP QUESTIONNAIRES

In order to disvover whether the one-week outdoor education camp experience improved the children's self-image and changed (in a positive direction) their attitudes toward school and education, a questionnaire was developed and given to all fifth grade Title I pupils.

The questionnaire was devised to determine how the pupils saw themselves, themselves socially and themselves as other saw them, and what their attitudes were toward learning in school, toward their teachers, and about the outdoor school camp.

The pre-camp questionnaires were to have been given to all 800 fifth grade pupils during the week prior to their going to camp as part of the orientation sessions. The post-camp questionnaires were to have been given to all fifth grade pupils during the week just after camp as part of their "follow-up" activities.

Of the 656 students who attended camp, 375 matched pairs of pre-post questionnaires with the racial-ethnic identification (i.e. Negro, Chinese, etc.) were available. Of the 473 matched pre-post questionnaires with racial-ethnic identification, 98 did not go to camp.

From the hand-tallied data, it was found that overall attitude of students toward school and teachers, and self-image were positive pre- and post-programs, and that there were no statistically significant results between "pre" and "post" questionnaire results or among racial-ethnic responses.

Negro children tended to have a more positive self-image than did the Chinese children; samples of other ethnic groups were too small to generalize from. Ninety-seven per cent of those children who went to camp said they would like to go to camp again and ninety-two per cent said they enjoyed learning at camp.

6.4 PARENTS'COMMENTS ABOUT THEIR CHILD'S EXPERIENCE AT CAMP

Questionnaires were given to the parents of children who went to camp. In the Chinatown area, the questionnaires were sent to parents in both English and Chinese. About 35 per cent of the parents responded to the questionnaire. Parental questionnaire returns ranged between eight and sixty-five per cent of the parents of campers from any one school. Schools with the highest per cent of students attending camp had the highest percentages of responses from parents; schools with the lowest per cent of students attending camp had the lowest percentages of returns from parents.

Parents reported that their children were very much impressed with almost everything. They were impressed with the hikes, especially night hikes, watching the sunset, sleeping outside, learning how to tell the age of trees, folk dancing, swimming, going to the beach and seeing seals, the science room, skits on pollution, and the noise of the frogs at night, just to mention a few.

Parents generally considered the most valuable result of the outdoor school experience for their child was their child's realization that living in natural surroundings was not really frightening and that living animals were not harmful or out to "get" them. Their children learned to care for living trees and birds and animals. Not only were the science room and all the knowledge about plants, animals, nature, and pollution valuable, but also their child's social and emotional growth at camp. Some of their children learned to share and cooperate in a group, while others learned to overcome their shyness.

From the parental responses, 61 per cent of the children had not had an overnight experience of this type before. About 92 per cent of the parents said that they would be willing to send their child to the outdoor school camp again. Parents suggested on the questionnaire that the outdoor education program should be continued so that every child would have an opportunity to experience outdoor living. Some parents felt that not only should the program be continued but that it should be extended to children in other grades as well, and that it should be more often than only once a year.

It is interesting to note that none of the parent questionnaires have comments referring in any way to the socially or racially or ethnically integrated aspect of the camp school.

"Your Earth, No Deposit, No Return." A high school volunteer observation about the camp experience:

> "From squeamish, squealing girls who probably never really looked at a tree, I saw a change to curious, interested students of outdoor life. I saw these girls become upset about DDT and pollution... .
>
> "For myself, I found a whole new set of values and ideals while living there. When the make-up is gone and clothing styles become purely practical, how you judge a person changes too. I started to realize that it's how honestly a person talks and smiles; it's how a person gives himself that counts. I enjoyed the joy of being truly alone, in a forest or meadow...the joy of being able to just sit down and think... I feel that that one week had a very great influence on my thinking."

6.5 FIELD TRIPS AND VISITATIONS

Extended Outdoor Experiences. For bused children and their classmates for whom going to camp was not an option, and for children about to go to camp, the all-day field trips to Marin County's Audubon Canyon Ranch, Muir Wood National Monument, and Point Reyes National Seashore were developed to sensitize and orient the inner-city pupils to the environment of nature; for children that had already been to camp, the field trips were used to reinforce and capitalize on what they had learned at the outdoor school camp.

Of the 1,307 pupils who extended their outdoor education experiences with field trips to Marin County, 947 were from the nine target area schools and 360 were from the four receiving schools. A "Pre and Post Field Trip Suggested Activities" booklet was given to all fifth grade teachers, with binoculars, directional compasses, and magnifying glasses available on a loan basis.

Before the 495 pupils from four target area schools and two receiving schools visited the Audubon Canyon Ranch on Bolinas Bay, Audubon Society resource volunteers visited with the children in their schools, showing slides, and discussing study prints and artifacts in order to orient them to what they would be seeing.

Although resource personnel from Point Reyes or Muir Woods were not available at the schools before the 712 children from seven target area schools and two receiving schools visited the national parks, resource materials, teacher guides and student booklets were. Upon arrival, park rangers met each group and gave them a brief orientation to the site.

The transportation for these all-day field trips, unavailable without Title I funds, cost approximately $1.20 per child.

Intra-City and Inter-County Visitations. The purposes of the visits between the intra-city and inter-county schools were two. If visits occurred before the children went to camp, the visit introduced the children and the teachers to each other and prepared them for the fact that the campers would be from different socio-economic and racial-ethnic backgrounds. The visits were structured to create rapport between the children before they went to camp, since it had been observed the year before that, without such visits, rapport between the various school populations took as long as three days to develop in the camp situation. During these visits, the classroom teachers were able to share information and develop plans for follow-up visits. If the visits occurred after camp, friendships were renewed and the children were more interested in comparing the others' school environment.

All of the receiving schools and three-fifths of the Title I schools participated in intra-city visitations. The number of visitations between city schools ranged between one and seven. All but one inter-city visitation were between schools in the Title I program. All target Title I schools participated in inter-county visitations. The number of visits between Marin County and San Francisco schools ranged between one and four.

INTRA-CITY AND INTER-COUNTY VISITATIONS

	Number of Intra-City Visitations		Number of Inter-County Visitations	
Title I Schools	As Visitor	As Host	As Visitor	As Host
Bessie Carmichael/Lincoln	5	2	1	1
Commodore Stockton	1	1	2	2
Daniel Webster	1	-	1	-
Golden Gate	-	-	1	-
Hawthorne	5	-	not applicable	
Jedediah Smith	2	-	2	2
John Muir	-	-	1	1
John Swett	-	-	1	1
Marshall and Annex	-	1	1	-
Sir Francis Drake	-	-	-	2
Receiving Schools				
Lakeshore	-	1	not applicable to receiving schools	
Parkside	1	3		
Robert Louis Stevenson	1	2		
Sherman	1	3		

Visitations as Orientation for Bused Children. In May, third grade children from Hawthorne school visited the receiving schools that they were to be bused to in September. The intergroup curriculum resource teacher met with them before their trips to the receiving schools to discuss their busing, invite their parents to join them on their trip to their new school, and show them slides of the receiving school sites. Their orientation to their new schools consisted of touring the school, meeting their new principal and teachers, and having snacks and a play period at their new school. Parents of the "to-be-bused" pupils were invited, via newsletter and telephone calls, to visit the receiving schools with their children, and about half of the parents did so.

Sample Inter-County Visitation Observations. A basically black school located beneath the freeway planned a tour of its environment for Marin County visitors. Three weeks before the visit, all aides, many of whom were active members of the parent advisory group, canvassed the neighborhood for areas of interest. The school aides planned the tour of the area, visiting and checking the sites two weeks prior to the visit, and then again a few days before the event. Ten aides, 67 Marin County children and their two teachers, 47 John Swett school children and their two classroom teachers, two guiding teachers, and the compensatory mathematics teacher were involved in the visitation activities.

One visiting Marin County principal remarked that he had never seen an all-asphalt school yard. He described how the parents in his community had been adamant that lawns surround their childrens' school. Because of this concern, they had initiated lawns and taken the responsibility for seeing to their proper maintenance.

When the visitors arrived at 10 o'clock, they viewed "African Quest", a forty-minute presentation by SFUSD's Creative Environment Center. The interdisciplinary, multi-ethnic, multi-media presentation had been developed through the center by a group of black high school students who had visited Africa. It set the tone for this inter-cultural visit. Slides of their trip shown on reversed multi-screens, using three slide machines and three tape recorders and phonographs, engulfed its audience in a multi-sensory experience. Slides of body decorations, sculpture, recreation, education, and headdresses of Hindu, contemporary American, Chinese, Eskimo, and American Indian cultures, many contrasted with Vogue magazine covers, demonstrated the similarities of various cultures. Ethnic music and poetry were also used to enhance the visual experience.

After soft drinks and cookies, the president of the District Advisory Committee welcomed the visitors. She impressed upon the youngsters that while walking around the neighborhood they should observe, investigate, and not condemn before finding out all the facts.

Five tours had been developed. Each group was given a booklet containing a map with the route to follow outlined in red. The children were given pencils and papers and directed to draw, on the overhead projector transparencies, shapes that they saw in the neighborhood. The various tours included black-oriented bookstores, the Negro Historical Society, the Kabuki Theater, the Japan Trade Center, a tour of the Redevelopment Area, a tour of public housing, a visit to a lady plumber, and a visit to an African boutique.

At 1:30 p.m., when the children returned to have lunch and discuss what they saw, the discussion consisted of contrasting neighborhoods, the richness of the neighborhood resources, the kinds of buildings and streets, the lack of trees, lots of people, and the posters that they had been given in the bookstores. The lady plumber, who made keys showed how to thread pipes, and spoke about the plumbing problems in the neighborhood was the biggest hit. (Some Marin County students brought their parents back to see the lady plumber and talk with her.)

6.6 CLASSROOM TEACHER INTERGROUP RELATIONS ACTIVITIES.

The questionnaire referred to in Chapter 3 asked teachers to state the kinds of activities that they used to develop intergroup and/or intercultural understanding with their children. Of the approximately two-thirds of the teachers who cited activities used to promote intergroup or intercultural understanding, 70 per cent studied other cultures, 53 per cent studied various minority leaders, 26 per cent visited with other San Francisco school children, and 20 per cent visited with Marin County children.

Even though every individual teacher may not have devised classroom activities to alleviate racial, social, or linguistic isolation, school-sponsored multi-ethnic festivals, assemblies, and community fairs, involving pupils, parents, and staffs, were some of the most successful activities used to provide racially and ethnically integrated educational experiences and to develop positive attitudes toward school on the part of parents, pupils and community.

Intergroup Component Recommendations. Busing of Title I students to four receiving schools should be continued, but bused sixth grade students who are attending receiving schools should be given an opportunity to enroll in the junior high school fed by the receiving school they attend.

Outdoor school camp experience for fifth grade pupils in Title I schools should be continued. To ensure proper preparation and "follow-up" activities for the outdoor school experience, a prerequisite for being a fifth grade teacher in a Title I school should be his attendance at camp with his pupils.

More "academically talented" San Francisco high school students should be used at camp.

In order not to segment the outdoor school camp experience from the rest of the intergroup component activities, all staff assigned to the intergroup component should actively participate in all aspects of intra-city and inter-county visitations/activities.

All fifth grade classes in Title I schools should participate in inter-county visitations, both as visiting schools and as host schools.

All Title I schools should participate in intra-city visitations at least once as a host school and at least once as a visiting school.

Schools should develop and initiate exchange programs, recognize special dates/events of various ethnic groups, and organize school-wide fairs.

Ethnic studies units in social studies should be developed and used in Title I classrooms.

APPENDIX TO CHAPTER 6

FIFTH GRADE PUPIL QUESTIONNAIRE

A questionnaire was developed to discover how fifth grade pupils in ESEA Title I schools saw themselves - themselves socially, and themselves as others saw them - what their attitudes were toward learning in school, toward teachers, and about the outdoor school camp.

On the "pre" and "post" questionnaires the first 21 items were numbered identically; number 22 on the pre-camp questionnaire was designated with the letter "C" on the post-camp questionnaire. Five items A,B,D,E, and F appeared only on the post-camp questionnaire. The following is a detailed analysis of the items used on the survey.

Number of Questions	Influencers of Self-image
4,6,7,16	One's own self-image
9,10	One's view of one's physical characteristics
3,5,8,11,18	One's capacity for own goal achievement
13,14,15	One's self-image as one of influencer of others
1,2,12	One's view of self in a social setting
20,21	One's image as viewed through others
	Attitudes
F	Toward camp
17,D	Toward learning
19,B	Toward teachers
22, or C	Toward members of the opposite sex (Note: 5th grade is reputed to be the grade level when most antagonism toward opposite sex exists.)
	Grouping
A	Pupils who did not go to camp constituted the control group while pupils who did go to camp were considered the experimental group
E	The number of friends made from urban ESEA schools was to have been compared with the number of friends made from suburban Marin County to see how effective the integration experience was. Since no Marin County comparisons were possible and since the post-camp questionnaires were completed about a week after camp, in the school setting, the tally of new friends made at camp sought to assess the lasting effects of the intergroup camp experience.

The forced-choice list of objectives on the "Application for Federal Assistance to Educationally Deprived Children" assumed Title I Children have a negative self-image and a poor attitude toward school and learning. Testing these assumptions, we have already seen that only one per cent of the children attending camp scored in the low self-image category.

Looking further at some of the items on the survey we see that indeed the children do not like themselves. Since all questionnaires were hand scored, only three items were selected for scrutiny. They were "I like myself the way I am," "I enjoy learning in school," and "I think teachers are interested in helping all children."

Each of the 19 items relating to self-image had three possible responses. In scoring the survey, one point was given for a low self-image and three points were given for high self-image. Therefore total self-image represented by the 19 items ranged between a low of 19 and a high of 57.

Separating the self-image total scores into four groups, the pre-post survey results showed that about 80 per cent of the students had a positive self-image, and that there was negligible difference between "pre" and "post" survey results.

Ninety-one per cent of the Negro children rated themselves positively or very positively. No Chinese children rated themselves very positively although 58 per cent rated themselves positively. The following table shows the total self-image scores by racial-ethnic group as well as with all respondents together.

FIFTH GRADE PUPIL SURVEY ABOUT HIMSELF

Pre-Camp Survey	Low Self-image Scores 19-27	Scores 28-37	Scores 38-47	High Self-image Scores 48-57
Negro (N=174)	0%	9%	77%	14%
Chinese (N=116)	2	40	58	0
Filipino (N=26)	4	11	81	4
Spanish Speaking Spanish Surname (N=45)	0	16	82	2
Other White (N=14)	0	21	58	21
Total (N=375)	1%	20%	71%	8%

Post-Camp Survey				
Negro (N=174)	0%	9%	77%	14%
Chinese (N=116)	2	35	63	0
Filipino (N=26)	0	19	69	12
Spanish Speaking Spanish Surname (N=45)	0	20	78	2
Other White (N=14)	0	14	64	22
Total (N=375)	1%	19%	72%	8%

About 70 per cent of the children think teachers are always interested in helping all children, with few (4 per cent) feeling that teachers are not interested in helping all children.

"I Think Teachers Are Interested in Helping All Children"

	Per Cent of Pupils Responding					
	Always		Sometimes		Never	
	Pre	Post	Pre	Post	Pre	Post
Control Group (N=98) (Students not attending Camp)						
Negro (N=38)	68%	55%	21%	40%	11%	5%
Chinese (N=30)	93	83	7	17	0	0
Spanish Speaking/Spanish Surname (N=13)	69	69	31	31	0	0
Filipino (N=10)	80	80	20	20	0	0
Other White (N=7)	29	72	71	14	0	14
Total (N=98)	75%	69%	21%	28%	4%	3%
Experimental Group (N=375) (Students attending Camp)						
Negro (N=174)	71%	71%	23%	24%	6%	5%
Chinese (N=116)	73	68	26	29	1	3
Spanish Speaking/Spanish Surname (N=45)	78	69	18	31	4	0
Filipino (N=26)	89	69	11	27	0	4
Other White (N=14)	64	64	29	29	7	7
Total (N=375)	74%	69%	22%	27%	4%	4%
Total Group (N=473) (Combined Control and Experimental Groups)						
Negro (N=212)	71%	68%	22%	27%	7%	5%
Chinese (N=146)	77	71	22	27	1	2
Spanish Speaking/Spanish Surname (N=58)	76	69	21	31	3	0
Filipino (N=36)	86	72	14	25	0	3
Other White (N=21)	52	62	43	33	5	5
Total (N=473)	74%	69%	22%	28%	4%	3%

Have we really been misperceiving our pupil's attitudes toward school, learning, and themselves? Have these been assumptions of a racist society? Have we been actively enhancing a self fulfilling prophecy? How has this affected our expectations for and of our children?

Most of the children enjoy learning in school all the time, while few (5 per cent) never do. Higher proportions of Filipino children than of any other racial-ethnic group, say they always enjoy learning in school with Negroes as a group seconding this attitude.

"I Enjoy Learning in School"

	Per Cent of Pupils Responding					
	Always		Sometimes		Never	
	Pre	Post	Pre	Post	Pre	Post
Control Group (N=98) (Pupils not attending Camp)						
Negro (N=38)	50%	71%	37%	18%	13%	11%
Chinese (N=30)	64	70	33	30	3	0
Spanish Speaking/Spanish Surname (N=13)	54	77	46	23	0	0
Filipino (N=10)	70	90	20	10	10	0
Other White (N=7)	71	57	29	14	0	29
Total (N=98)	58%	73%	35%	21%	7%	6%
Experimental Group (N=375) (Pupils attending Camp)						
Negro (N=174)	68%	63%	26%	32%	6%	5%
Chinese (N=116)	48	49	50	46	2	5
Spanish Speaking/Spanish Surname (N=45)	53	51	38	44	9	5
Filipino (N=26)	85	81	15	15	0	4
Other White (N=14)	36	36	50	57	14	7
Total (N=375)	60%	58%	35%	37%	5%	5%
Total Group (N=473) (Combined Control and Experimental Groups)						
Negro (N=212)	65%	65%	28%	30%	7%	6%
Chinese (N=146)	51	53	47	43	2	4
Spanish Speaking/Spanish Surname (N=58)	53	59	40	38	7	3
Filipino (N=36)	80	83	17	14	3	3
Other White (N=21)	48	43	43	43	9	14
Total (N=473)	60%	61%	35%	34%	5%	5%

To those responding to "I like myself the way I am," few (5 per cent) indicated that they "never"did not like themselves. Negro children were the most positive racial-ethnic group responding to the question, while Chinese children were least sure about liking themselves "always." The self-image of the Negro and Chinese children attending camp remains the same on the "pre" and "post" surveys, while the Spanish Speaking/Spanish Surname and Filipino children tended to become less sure about how well they liked themselves the way they were after attending camp.

"I Like Myself The Way I Am"

	Per Cent of Pupils Responding					
	Always		Sometimes		Never	
	Pre	Post	Pre	Post	Pre	Post
Control Group (N=98) (Pupils not attending camp)						
Negro (N=38)	87%	82%	5%	13%	8%	5%
Chinese (N=30)	50	37	43	53	7	10
Spanish Speaking/Spanish Surname (N=13)	46	70	54	15	0	15
Filipino (N=10)	70	80	10	20	20	0
Other White (N=7)	57	86	43	14	0	0
Total (N=98)	66%	66%	27%	27%	7%	7%
Experimental Group (N=375) (Pupils attending camp)						
Negro (N=174)	80%	83%	16%	15%	4%	2%
Chinese (N=116)	42	42	55	55	3	3
Spanish Speaking/Spanish Surname (N=45)	73	49	27	42	0	9
Filipino (N=26)	81	54	15	46	4	0
Other White (N=14)	50	50	43	43	7	7
Total (N=375)	66%	63%	30%	34%	4%	3%
Total Group (N=473) (Combined Control and Experimental Groups)						
Negro (N=212)	81%	83%	14%	15%	5%	2%
Chinese (N=146)	43	40	53	55	4	5
Spanish Speaking/Spanish Surname (N=58)	67	54	33	36	0	10
Filipino (N=36)	78	61	14	39	8	0
Other White (N=21)	52	62	43	33	5	5
Total (N=473)	66%	63%	30%	32%	4%	5%

CHAPTER 7

INTENSIVE SERVICES FOR EARLY CHILDHOOD

The characteristics of the Early Childhood Intensive Education Project, funded under Title I of Public Law 89-10 as amended (ESEA), are summarized in this section.

The estimated cost of the Early Childhood Intensive Education Project was $440,534.00. Based on an estimated enrollment of 400 pupils, the per-pupil expenditure was $1,101.00 for fiscal year September 1, 1969 through August 31, 1970.

Objectives of the Project.

To encourage and improve verbal expression and communication skills of pupils for whom English is a second language and to strengthen their cultural heritage

To facilitate relations with peers and adjustment to group activities as well as familiarizing the pupil with adult teaching personnel

To enrich the pupil's life by offering creative arts activities and encouraging creative expression among pupils thus tending to raise educational aspirational levels

To maintain high standards of health and physical development through supervised play, nutritional and medical services

To create a close school-parent involvement which will serve as a motivational factor during the remainder of the pupil's school career

To influence future classroom performance in reading and other skill areas as measured by standardized tests

Participating Pupils. The pre-kindergarten project was designed to enroll children from three years nine months to kindergarten age. Selection of the 400 participating children was by school areas that met the original criteria for inclusion in ESEA Title I programs.

In addition, screening for eligibility was conducted at the school by identifying the criteria in a letter to the parents. The letter, entitled "Statement of Eligibility," explained the regulations that service must be given to families of low income and to those who do not speak English at home. Information about income, number of persons in the immediate family, and language spoken in the home was collected and used for determining eligibility.

The seven pre-kindergarten centers are situated in communities of greatest need by reason of poverty, language handicap, and racial and ethnic isolation. Six of these centers are located in elementary schools designated as Title I schools. The following chart shows the names and locations of the pre-kindergartens, and the number of children that could be accommodated.

ESEA PRE-KINDERGARTEN CENTERS

ESEA Pre-kindergarten Center	District Served	Pupil Openings Available - 400
1. Commodore Stockton	Chinatown	80
2. Hunters Point	Hunters Point/Bayview	80
3. Daniel Webster	Mission	40
4. Hawthorne	Mission	80
5. Lincoln	Mission	40
6. John Swett	Western Addition	40
7. Golden Gate	Western Addition	40

Description. The Early Childhood Intensive Education Project was designed to prepare three- and four year-old children for entry into school life. The intensive daily two-and-a-half hour instructional program included both indoor and outdoor supervised recreational and physical education activities, child-centered instructional games, art and craft activities, group participation, dramatic play, and field trips. Emphasis was placed upon language development and the growth of those cognitive skills necessary to achievement in later schooling.

The project was staffed with professional teachers specially trained to teach in the project, and a supporting paraprofessional staff. Class size was held to 20 or fewer children, served by two teachers, two aides, and volunteers. The result was an adult-child ratio low enough to give individual attention and concentrate on each child's needs. Many of the teachers had gained valuable experience during the three-and-a-half years of pre-kindergarten operation. The teachers utilized many unique and innovative teaching techniques in order to realize the fullest cognitive potential of the various age groups in a child-centered, ungraded environment. The pupils were taught from the time of unsocialized post-infancy to the sophistication of near-six-year-olds.

The project provided a free hot meal daily to each child, complete pediatric examination and immunizations with necessary referrals, the services of social workers and a psychologist, and a comprehensive program of parent involvement and education.

Evaluation Strategy. Pupils who participated in the ESEA Title I pre-kindergarten project have been studied longitudinally since the start of the project in Spring, 1966. Evidence has been gathered to indicate that pre-kindergarten experience favorably affects subsequent performance during the formative years in kindergarten, first and second grades.

Two basic groups have been established: Pupils that are enrolled, at present in ESEA pre-kindergarten or have had ESEA pre-kindergarten previously, and pupils who have not had ESEA or any other type of pre-kindergarten experience. These groups have been further sub-divided by language capabilities: unilingual pupils and bilingual pupils. (Schools were classified as unilingual when the predominant language spoken was English. Schools classified as bilingual were those whos e pupils spoke Chinese and English or Spanish and English) The evaluation is organized as follows:

Section

7.1 A study of the effects of ESEA pre-kindergarten participation as measured by:

- Pre-kindergarten Record of Individual Growth
- Kindergarten Record of Individual Growth
- Scores on Metropolitan Readiness Test
- Reading Scores on Cooperative Primary Test, Form 12A
- Scores in Vocabulary, Work Study Skills and Total Reading on Stanford Reading Test

7.2 A study of parent involvement, educational activities, and participation in the pre-kindergartens

7.3 Results of questionnaires to teachers to assess the value of teacher-aide services and to teacher aides to describe their functions

7.4 A study of the purposes, destinations, and frequency of field trips and excursions for enrichment purposes

7.5 Medical problems encountered in pupils, sources of medical care, referrals made to public and private care, and nutritional program

7.6 A study of the services of the psychologist and the social workers

7.7 Anecdotal records and attendance records of all participants in the pre-kindergarten program summarized

7.8 Study of in-service activities conducted for pre-kindergarten teachers and teacher aides

7.9 Study of innovative and/or unique teaching techniques utilized in the ESEA pre-kindergarten program

7.1 LONGITUDINAL STUDY OF THE EFFECTS OF ESEA PRE-KINDERGARTEN PARTICIPATION

In order to evaluate the effectiveness of learning experiences for children, a longitudinal study initiated during the 1968-69 evaluation period was continued and expanded during the 1969-70 period. The performance of pupils who had participated in ESEA pre-kindergarten was compared with those who had had no type of pre-kindergarten experience, public or private.

Table

7.1.0 Six successive groups of pupils were established which ranged from those pupils enrolled in ESEA pre-kindergarten during Fall 1969 and Spring 1970 (Group 1) to pupils enrolled in Grade Three during Fall 1969 and Spring 1970 (Group 6). These groups are identified on table 7.1.0 on page 7-5.

Nine separate evaluative instruments were used with the six pupil groups. The column headings of the chart name the evaluative devices and the column entries refer to tables found in the appendix to this chapter, in which detailed findings are reported.

Where data were available, ESEA pre-kindergarten participants were compared with non-participant groups of pupils from the same schools. These groups were further sub-divided, in most instances, by language capabilities: unilingual pupils and bilingual pupils. Schools were classified as unilingual when the predominant language spoken was English. Schools classified as bilingual were those whose pupil populations had largely Chinese or Spanish surname.

7.1.0 GROUP 1: PROGRESS AT END OF PRE-KINDERGARTEN

This group consisted of all pupils who had participated in the ESEA Title I pre-kindergarten for two consecutive school semesters: Fall 1969, and Spring 1970. Findings from the evaluative instrument are reported in two ways: pupils in unilingual schools and pupils in bilingual schools.

7.1.1 & 7.1.2 The Pre-Kindergarten Record of Individual Growth. This record is a rating sheet checked by the teacher for each pupil at the end of the first three months, the second three months, and the last three-months of the school year. The scale involves three classifications, each bearing a verbal description: (1) good, (2) fair, and (3) poor.

Six major categories of teacher observations of pre-kindergarten pupils were completely evaluated and summarized: 1) emotional behavior, 2) attitudes, 3) motor control, 4) personal hygiene and habits, 5) abilities and interests, and 6) social maturity. A total of 25 sub-points under the six categories were evaluated and results summarized by pupils enrolled in unilingual and bilingual schools.

7.1.1 Within the overall growth, some areas produced larger gains than others. Items that showed greatest gains in the "good" rating among the six categories evalutated were:

TABLE: 7.1.0 EVALUATION INSTRUMENTS REPORTED IN TABULAR FORMAT FOR SIX SUCCESSIVE GROUPS OF ESEA TITLE I PREKINDERGARTEN PARTICIPANTS

	Term and Year During Which Group Was In:					Column Entries Are Table Numbers								
Group	Pre-kinder-garten	Kinder-garten	Grade 1	Grade 2	Grade 3	Prekdgn Record of Ind. Growth (PK)	Kdgn Record of Ind. Growth (K)	Kdgn Annual Pupil Progress Report (K)	Metro. Readiness Test (K)	Cooperative Primary Reading Test (1)	Stanford Read. Test (Total Reading) (2)	Stanford Read. Test (Vocab. & Word SS) (2)	Stanford Read. Test (Total Reading) (3)	Stanford Read Test (Word Study Skills) (3)
1	Fall'69- Spg '70					7.1.1 & 7.1.2								
2	Fall'68- Spg '69	Fall'69 Spg '70					7.1.3	7.1.4						
3	Fall'67- Spg '68	Fall'68- Spg '69	Fall'69- Spg '70						7.1.5					
4	Fall'67- Spg '68	Fall'68- Spg '69	Fall'69- Spg '70							7.1.6				
5	Fall'66- Spg '67	Fall '67 Spg '68	Fall'68- Spg '69	Fall'69 Spg '70							7.1.7 7.1.8 7.1.10	7.1.9		
6	Spg '66	Fall'66- Spg '67	Fall'67- Spg '68	Fall'68- Spg'69	Fall'69 Spg'70								7.1.1 7.1.12 7.1.14	7.1.13 7.1.15

Table

7.1.1 Within Unilingual Schools (N = 141)

1) Emotional Behavior	Freedom of expression (Item 2) -- from 30.2 per cent to 68.9 per cent "good"
2) Attitudes	Toward the center (school) (Item 1) -- from 61.0 per cent to 97.2 per cent "good"
3) Motor Control	Handling equipment and materials (Item 2) -- from 59.8 per cent to 94.3 per cent "good"
4) Personal Hygiene and Habits	Orderliness (Item 4) -- from 52.0 per cent to 91.5 per cent "good"
5) Abilities and Interests	Visual comprehension (observation) (Item 2) -- from 50.2 per cent to 94.3 per cent "good"
	Dramatics (Item 7) from 45.5 per cent to 94.3 per cent "good"
6) Social Maturity	Participation in group activity (Item 1) -- from 36.3 per cent to 84.0 per cent "good"

Table

7.1.2 Within Bilingual Schools (N = 149)

1) Emotional Behavior	Freedom of expression (Item 2) -- from 31.2 per cent to 63.9 per cent "good"
	Ability to relax while resting (Item 3) from 25.0 per cent to 63.9 per cent "good"
2) Attitudes	Toward the center (school) (Item 1) -- from 55.3 per cent to 85.4 per cent "good"
3) Motor Control	Handling equipment and materials (Item 2) -- from 45.4 per cent to 87.5 per cent "good"
4) Personal Hygiene and Habits	Orderliness (Item 4) -- from 55.4 per cent to 87.5 per cent "good"
5) Abilities and Interests	Visual comprehension (observation) (Item 2) -- from 41.4 per cent to 86.8 per cent "good"
6) Social Maturity	Knowledge of age, address, colors, and days (Item 4) -- from 49.8 per cent to 73.8 per cent "good"

In the judgment of their teachers, these pre-kindergarten pupils enrolled in both unilingual and bilingual schools achieved outstanding progress in those factors deemed conducive to learning at this age level.

Table

7.1.0 GROUP 2: PROGRESS AT END OF KINDERGARTEN -- INDIVIDUAL GROWTH AND PROGRESS REPORT

This group consists of five sub-groups of pupils divided in various ways. One group is made up of 116 pupils who were enrolled in the ESEA Title I pre-kindergarten program for two semesters, Fall 1968 and Spring 1969, and who were in kindergartens in local District schools at the beginning of the fall semester, 1969.

A second peer group of 143 kindergarten pupils was available in the same schools. Questionnaires to the parents of these children indicated no participation in any type of formal pre-kindergarten previously.

Parents from a third group of 71 kindergarten pupils in the same schools had indicated in questionnaires that their children had been enrolled in private pre-kindergartens.

An additional fourth group of 35 randomly selected kindergarten pupils with two semesters of ESEA pre-kindergarten experience from one bilingual school was compared with a fifth group of 35 kindergarten non-participants in the same school. The second, third, and fifth are companion groups, not "comparison" groups, since selection factors in the pre-kindergarten program produce participants having the greatest disadvantage.

7.1.3 The Kindergarten Record of Individual Growth. This is a rating sheet checked by the teacher for each pupil. The scale involves three classifications, each bearing numerical and verbal description: 1, good; 2, fair; and 3, poor. The lower the numerical rating, the more favorable the growth level attained by the child. It is similar in format and rating scale to the Pre-kindergarten Record of Individual Growth discussed earlier.

Five categories of teacher observation of kindergarten behavior were summarized: freedom of expression, attitudes toward the teacher, motor control (handling of equipment and materials), attitudes toward the school, and social maturity.

An average rating on the three-class scale was obtained for each of the five categories. The sum of these five average ratings was treated as a total score rating. When the sum was five, it was characterized as "good" growth toward kindergarten objectives. Total scores of six to ten inclusive were considered "fair" progress; scores above ten were judged to signify "poor" progress.

Among the 116 ESEA pre-kindergarten participants for whom this record existed, 47.4 per cent were judged "good" in school-related growth factors by their kindergarten teachers approximately one year after the conclusion of their pre-kindergarten experience of two semesters. This per centage is higher than the 42.3 per cent of the participants in private pre-kindergarten who had scores of "good". Non-participants in any type of pre-kindergarten scored the lowest, with 41.3 per cent of the pupils receiving "good" ratings.

The numbers of pupils are too limited to warrant absolute statements of differences. However, it appears that bilingual ESEA pre-kindergarten participants and bilingual pupils who had private pre-kindergarten experience received substantially higher ratings than the bilingual pupils who had not attended pre-kindergarten.

It appears that, among participants and non-participants, pupils in bilingual schools received slightly higher ratings than did pupils in unilingual schools.

Table 7.1.4 The Kindergarten Annual Pupil Progress Report. Ten randomly selected items were chosen from the Kindergarten Annual Pupil Progress Report for comparison between ESEA Title I participants and non-participants in one bilingual school.

Under the topic of "General Readiness," the Title I participant group scored 85.7 per cent for vocabulary growth while non-participants scored 68.5 per cent.

In "Mathematics Readiness" the Title I group showed noticeably better results in their ability to tell time, scoring 85.7 per cent compared to 74.1 per cent of the non-participants.

In "Reading Readiness" the Title I group which had participated in ESEA pre-kindergarten scored higher on most items compared: 1) ability to listen and understand a story -- 91.4 per cent compared with 85.7 per cent, 2) ability to follow simple directions -- no difference, 82.9 per cent compared with 82.9 per cent, and 3) recognition of the alphabet, capitals and small letters -- 82.9 per cent compared with 80.0 per cent for non-participants.

7.1.0 GROUP 3: PROGRESS AT END OF KINDERGARTEN -- READINESS TEST

In the Fall 1969 first grade, 89 pupils were identified as having participated in the ESEA Title I pre-kindergarten program for the two semesters of the 1967-68 school year. From the same first grade classes, a companion group was formed of 120 pupils whose records indicated no formal pre-kindergarten enrollment. Results were available from the evaluative instrument which was administered at the end of the kindergarten year, one year following the conclusion of pre-kindergarten experience.

7.1.5 Metropolitan Readiness Test. Data were available on this standardized test, administered in May 1969, for 89 pre-kindergarten participants and 120 non-participants.

A larger percentage of participants (74.1 per cent) than of non-participants (60.0 per cent) attained readiness scores of average (letter rating "C") or better. This superiority (14.1 per cent) is more impressive in view of the fact that pre-kindergarten participants were originally from more disadvantaged backgrounds than their peers within the same schools.

Of the ESEA participants, 23.9 per cent scored in the low-normal and low categories. In contrast, 40.0 per cent of the non-participants were found in those categories.

Differences between unilingual and bilingual schools on the Metropolitan test are not substantial enough to warrant an interpretation other than similar progress for both types.

Table 7.1.0

GROUP 4: PROGRESS AT END OF FIRST GRADE

In the Fall 1969 first grade classes, there were 55 pupils who were identified as having participated in ESEA Title I pre-kindergartens for two semesters, namely, Fall 1967 and Spring 1968. Within the same classes in first grade were 67 additional pupils whose school records indicated no formal educational experiences prior to enrollment in kindergarten.

In the area of reading, scores were available at the conclusion of first grade in June 1970. This measurement was taken two school years (covering kindergarten and grade one) after the termination of the two-semester enrollment in pre-kindergarten.

7.1.6 Cooperative Primary Test. In May 1970, the median reading grade placement for the 55 pre-kindergarten participants was 1.8; for the 67 non-participants it was 1.7. The median score for participants equaled actual grade placement at time of testing (1.8). Non-participants were 0.1 of a year below the actual grade placement (1.8) at time of testing.

Grade One	No. Pupils	Total Reading Grade Placement Scores 75th%ile	50th%ile	25th%ile
Participants	55	2.2	1.8	1.5
Non-participants	67	1.9	1.7	1.5

The grade placement score marking off the lowest one-fourth of participants and non-participants (1.5) was 0.3 of a year below actual grade placement at the 25th percentile. The top quarter (75th percentile) of the participants were at or above 2.2 in reading, 0.4 of a year above their actual grade placement and 0.3 of a year above their non-participant companion group (1.9)

7.1.0 GROUP 5: PROGRESS AT END OF SECOND GRADE

In the Fall 1969 second grade classes there were 91 pupils who had participated in ESEA Title I pre-kindergartens for two semesters, Fall 1966 and Spring 1967. Within the same classes in second grade were 51 additional pupils with no formal educational experience before kindergarten.

In the areas of reading, vocabulary, and word study skills, scores were available at the conclusion of first grade in June 1969. These measurements were taken two years (covering kindergarten and first grade) after the completion of two semesters of enrollment in pre-kindergarten.

Table 7.1.7 Stanford Reading Test (Primary I. W.). In May 1969, the median grade placement score for the 91 pre-kindergarten participants and the 51 non-participants was 1.5. These grade placements were 0.3 of a year below actual grade placement at time of of testing (1.8). This group was from the 1968-69 school year, but data were not included in that evaluation. It should be noted that in the 1969-70 school years a similar group of first grade participants scored (1.8), and non-participants (1.7) in median placement -- considerably higher level.

Participants' scores ranged from total reading grade placements of 1.0 to 3.1 years, while non-participants reading scores ranged from 1.0 to 2.6 years.

Lower quartile total reading scores were 1.4 years for both participants and non-participants.

Median total reading scores were the same for participants and non-participants -- 1.5 years.

Upper quartile scores for participants were slightly higher (1.8) than non-participants' scores (1.7).

7.1.8 On the Stanford Reading Test, the same 91 participants and 51 non-participants were divided into pupils enrolled in bilingual and unilingual schools. The total number of 142 pupils was too small to warrant a confident statement of difference. However, it appeared that both participants and non-participants enrolled in bilingual schools, received slightly higher ratings than did pupils in unilingual schools.

7.1.9 The same group of pupils studied in Tables 7.1.7 and 7.1.8 were compared in regard to their scores in vocabulary and word study skills. In summary:

Pre-kindergarten participants and non-participants showed median vocabulary and word study skills scores of 1.4 years.

Lower quartile vocabulary and word study skills scores registered 1.2 years except for ESEA participants' scores which showed 1.3 years in word study skills.

Total reading scores for both participants and non-participants tended to be slightly higher than vocabulary and word study skills for the same pupils.

7.1.10 Stanford Reading Test (Primary II W). In May 1970, the median grade placement score for 70 pre-kindergarten participants was 1.9 while the median grade placement score for 31 non-participants was 1.8. Actual grade placement for both groups was 2.8 at time of testing.

Table 7.1.0 GROUP 6

In third grade classes during the Fall Semester 1969, there were 108 pupils whose school records indicated one-semester (Spring 1966) participation in ESEA Title I pre-kindergarten during the first semester of its operation. Within the same classes, 130 pupils were known to have entered kindergarten without pre-school experience.

Total reading test and word study skills results are presented according to school classifications, unilingual or bilingual. Few bilingual non-participants were found so that these results cannot be meaningfully interpreted.

7.1.11 Stanford Reading Test. Comparative status on total reading at the end of second grade (May 1969) for 108 Fall 1969 third grade pre-kindergarten participants and 130 non-participants is as follows:

Lower quartile scores were 1.7, the same for participants and non-participants.

Participants' median reading score registered 2.0, compared with non-participants median score of 1.8.

Upper quartile scores for participants (2.5) were higher than were non-participants' scores (2.1) in total reading.

These pupils' second grade total reading scores were compared with the total reading scores they had achieved when they were tested at the end of the first grade.

7.1.12 These pupils were a portion of the same group reported in Table 7.1.11. The number of participants reported was slightly less, while several additional scores for participants were reported. However, this group was divided into unilingual and bilingual categories.

Median and quartile total reading scores ranged as follows:

Classification	No. of Pupils	Total Reading Grade Placement 75th%ile	50th%ile	25th%ile
Participants	99	2.5	2.1	1.7
Non-participants	135	2.1	1.8	1.7

Lower quartile participants and non-participants registered 1.7. The median score for participants was 2.1, while non-participants scored 1.8. The top quarter (75th percentile) of the participants were at or above 2.5 while the non-participants scored at 2.1.

7.1.13 Scores on word study skills for ESEA pre-kindergarten participants and non-participants were divided into unilingual and bilingual classifications.

Table 7.1.13 Median and quartile word study skills scores at the end of Second grade ranged as follows:

ESEA Participants	No. of Pupils	Word Study Skills Grade Placement Scores 75th%ile	50th%ile	25th%ile
Unilingual	50	2.1	1.8	1.5
Bilingual	46	2.9	2.2	1.7
Total	96	2.4	2.0	1.6
Non-participants				
Unilingual	112	2.1	1.7	1.5
Bilingual	16	3.0	2.2	2.0
Total	128	2.2	1.7	1.5

In summary, comparison of total word study skills scores of pre-kindergarten participants and non-participants indicated that pre-kindergarten participants showed from 0.1 of a year to 0.3 of a year higher scores than the non-participant companion group.

Comparison of total reading scores and word study skills scores showed that the total reading scores of participants and non-participants were slightly higher than scores achieved on word study skills.

7.1.14 Stanford Reading Test (Pri. IIX). Comparative status in total reading at the end of third grade (May 1970) for 79 fall 1969 third grade participants and 92 non-participants indicated:

Lower quartile scores were 2.0 for participants and 1.9 for non-participants.

Participants' median reading score registered (2.8) compared with non-participants median score of (2.6).

Upper quartile scores for participants were higher (3.4) than were non-participants' total reading scores (3.1).

7.1.15 Stanford Word Study Skills (Pri. II X). Median and quartile word study skills ranged as follows for ESEA participants:

Classifications	No. of Pupils	Word Study Skills Grade Pl.		
		75th%ile	50th%ile	25th%ile
Unilingual	37	2.9	2.2	1.6
Bilingual	39	3.6	2.9	2.4
Total	76	3.5	2.6	1.9
Non-participants				
Unilingual	73	2.8	3.6	3.1
Bilingual	15	2.0	3.1	2.4
Total	88	1.6	2.5	1.9

Summary comparison of total word study skills scores of pre-kindergarten participants and non-participants were similar to total reading scores that were achieved by both groups.

Summary of Pre-kindergarten Longitudinal Study

1. Evaluative instuments (Pre-kindergarten and Kindergarten Records of Individual Growth) called for teacher ratings in six major categories critical for school progress. Participants indicated outstanding growth in those factors conducive to learning at this age.
2. On the Kindergarten Annual Pupil Progress Report which indicated general readiness, mathematics readiness and reading readiness, ESEA participants averaged 85 per cent who had mastered all readiness categories compared with 78 per cent of non-participants.

3. On the Metropolitan Readiness Test, 74 per cent of the pre-kindergarten participants rated "average" or better, exceeding the 69 per cent receiving such ratings in the test's national standardization population. Non-participants showed 60 per cent who had attained readiness scores of "average" or better.

4. On the Cooperative Primary reading test, administered two years following the end of participation in pre-kindergarten participants showed reading status higher by 0.1 to 0.3 of a year than that of the companion group of non-participants.

5. On the Stanford Reading Test, total reading scores, vocabulary scores and word study skills scores were higher than those attained by non-participants.

6. Participants in bilingual schools attained higher scores in reading and word study skills than did pupils in unilingual schools, possibly accounted for by program selection factors.

7.2 PARENT PARTICIPATION

In the pre-kindergarten program, the parent education component of the project consisted of two related parts. One was attendance at planned group meetings while the other was that of individual conferences. Experience has shown that participation based on individual parent contacts with professionals achieved excellent results and made later group meetings more meaningful and productive.

During 1969-70, the program emphasized three kinds of conferences:

1) Conferences with the medical staff, who reviewed the individual child's health inventory in depth and began the educational process of preventive medicine,

2) Conferences with the social worker on an informal basis which introduced the service and acquainted the parent with the facilities and agencies that were able to help her, and

3) Conferences with the teaching staff.

The last type of participation occurred at several levels. There were individual conferences with new parents before classes started, and on a continuing basis during the entire year. These included classroom observation visits and home calls where appropriate.

On a more informal basis, parents continued to participate in school projects such as fiestas, holiday parties, and ethnic celebrations. They continued to act as teachers assistants on field trips and excursions away from school.

Summary of Parent Participation. The following summary statements indicate the main findings of charts 7.2.1, 7.2.2, 7.2.3 and 7.2.4 at the end of this section.

Table 7.2.1 Parent involvement in one selected pre-kindergarten is shown by the multitude of activities in which they participated. Eleven activities are shown, with as many as 45 parents being involved in some of the activities.

7.2.2 The medical team, which consisted of the physician and nurse, showed an 8-month total of 338 hours of direct participation with parents in conferences.

The nurse alone showed a total of 65 hours of conference time with parents in addition to the 338 hours reported above.

7.2.3 The total number of parents who participated during the 9-month period from September 1969 through May 1970 was 3,588, with a total of 4,147 hours of participation in pre-kindergarten activities. This may be compared with 2,504 parents and 3,829 hours of participation during the 1968-69 period.

7.2.4 The 10-month total number of parents participating in conferences with the social worker equaled 117, or an average of 12 parents per month.

The 10-month total number of hours of parent-social worker conferences equaled 62, or an average of 6 hours per month.

CHART 7.2.1 PARENT INVOLVEMENT ACTIVITIES IN A SELECTED CLASS AT ONE ESEA TITLE I PREKINDERGARTEN FOR THE PERIOD FROM SEPTEMBER 7,1969 THROUGH SEPTEMBER 30, 1969

Parent Involvement Activities	Frequency of the Activity During the Period	Average Number of Parents Participating at Each Activity
Enrollment procedures	Once	45
Orientation of parents	Once	45
Field trips	Once a week	3
Assistance with breakfast	Daily	3
Neighborhood walks	Once a week	3
Parent conferences	Once a week	2
Classroom participation	Once a week	10
Assistance with lunch	Daily	3
Parent observation and participation in outdoor activities	Almost daily	6
Parents' meetings	Monthly	15
Class party	Once	22

CHART: 7.2.2 PARENT HOURS OF PARTICIPATION WITH MEDICAL STAFF BETWEEN SEPTEMBER 1969 AND JUNE 1970

Month	Medical Staff - Doctor & Nurse as a Team	Conferences with Nurse Only	Total No. of Hours
	Hours	Hours	Hours
Sept. 1969	68	15	83
Oct. 1969	19	12	31
Nov. 1969	65	6	71
Dec. 1969	35	7	42
Jan. 1970	53	11	64
Feb. 1970	53	6	59
Mar. 1970	33	4	37
Apr. 1970	12	4	16
TOTALS	338 hours	65 hours	403 hours

CHART 7.2.3

ACTIVE PARENT INVOLVEMENT AND CLASSROOM MEETINGS: PARENT PARTICIPATION AT SEVEN ESEA TITLE I PREKINDERGARTEN CENTERS IN NUMBERS AND HOURS BY MONTH, FROM SEPTEMBER 1969 THROUGH MAY 1970

Prekdgn. Center	1969				1970				
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Center #1									
Parents	123	26	42	64	17	78	66	74	33
Hours	93	24	52	93	39	68	125	112	49
Center #2									
Parents	49	124	63	134	102	139	57	111	98
Hours	45	151	56	157	100	96	47	139	182
Center #3									
Parents	(Prekindergarten relocated			24	15	19	8	12	20
Hours	from one school to another)			13	21	29	5	29	64
Center #4									
Parents	191	245	149	196	164	154	75	144	89
Hours	61	174	217	166	145	172	103	157	67
Center #5									
Parents	16	41	51	37	20	35	23	29	40
Hours	10	78	81	58	19	38	42	29	103
Center #6									
Parents	9	41	17	13	5	57	15	21	12
Hours	13	49	22	15	9	82	18	17	8
Center #7									
Parents	0	28	24	18	11	22	16	34	48
Hours	0	70	23	27	12	59	19	103	92
MONTHLY TOTALS									
Parents	388	505	346	486	334	504	260	425	340
Hours	222	546	451	529	345	544	359	586	565

Parent participation continued through August 1970, but data were not included in this summary.

9-month total number of parents who participated equaled 3,588

9-month total number of hours that parents participated equaled 4,147

Parent Participation at Meetings. Besides the active classroom involvement and participation of parents in pre-kindergarten, a second type of participation existed: that of parents attendance at formal meetings.

The number of parents who participated in the monthly meetings ranged from several up to 23 parents. The number of parent participants during the fall 1969 semester from the months of September through December averaged 11 per meeting for all seven of the ESEA Pre-kindergartens.

CHART:
7.2.4

RECORD OF INVOLVEMENT OF PARENTS WITH SOCIAL WORKERS DURING THE TEN MONTHS FROM SEPTEMBER 1969 THROUGH JUNE 1970

INDIVIDUAL PARENT CONFERENCES

	1st Semester Sept '69-Jan '70	2nd Semester Feb '70-June '70	Total Sept '69-June '70
Number of Parent Participants	77	40	117
Number of Hours of Participation	34½	27½	62

Annual total number of parents who participated in individual conferences equaled 117, or an average of 12 parents per month.

Annual total number of hours that parents participated in individual conferences equaled 62, or an average of 6 hours per month.

GROUP PARENT MEETINGS

Total parent meetings equaled 4.

Total hours of parent meeting participation equaled 7.

Total number of parent participants equaled 56.

ONE MONTH SUMMARY OF PARENTAL INVOLVEMENT ACTIVITIES AT ONE PREKINDERGARTEN AND SPECIFIC SUGGESTIONS FOR FUTURE PARTICIPATION AND INVOLVEMENT AT THAT PREKINDERGARTEN

"During the month of November 1969 a considerable number of parents visited the classroom. Each of them had breakfast with the class that they visited. During activity time they observed the children in many different activities and learning situations.

"Afterwards we discussed with the parents how they could become more involved in the classroom, and each of them decided to visit class one day per week. I suggested to them that we could have an informal session at the end of each month. We discussed the importance of their involvement in the classroom and what they learned from their active participation. We also discussed and made use of the ideas of the parents on the subject of what they planned to do to further their involvement and activities in pre-kindergarten.

"Below are future specific projects which the parents and I planned as initial activities during the fall semester:

Make a doll house from a cardboard box

Paint doll house and make aprons for use with it

Cut shapes for pasting and help prepare other materials

Collect resource materials and different types of magazines

Cut pictures from magazines for use in classrooms

Plan to actively assist with classroom activities

Help with the supervision of excursions and field trips."

BRIEF SUMMARY OF PARENT MEETING

"The goals for the children enrolled in the pre-kindergarten program were written on the chalkboard in English and in Chinese for the 21 adults and 11 children who attended the meeting. On the table were displayed examples of materials used by the children in a typical day. These materials were referred to in the course of the discussion on how children learn the use of materials, gain self-confidence, and have successful experiences from using them. There had been concern from some of the parents that their children did not bring their papers home. Other aspects of the curriculum such as dramatic play, water play, and block building were described. Children were developing social and cognitive skills in pre-kindergarten.

"These statements were written on the board.
Pre-Kindergarten Program Goals for Children:

Learn to trust adults other than family members

Develop self-confidence

Develop independence

Have successful experiences

Explore and discover for themselves the world around them

Get along with other children

Use language

Develop basic learning skills

"The statements were discussed as to the value of these goals and how they were developed in the home and in school. There was a good response from the parents and an exchange of ideas between parents and teachers. The discussion was led in Chinese.

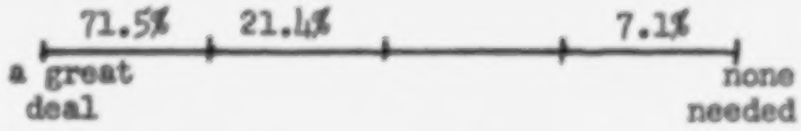
"After discussing the program, the parents chatted freely with each other, and teachers had the opportunity to talk to individual parents."

7.3 TEACHER AIDES

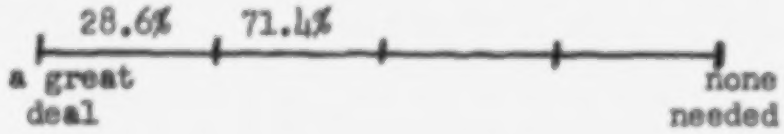
Questionnaire for Teachers Having Aides. Fifteen prekindergarten teachers completed evaluation questionnaires in June 1970, and answered the following questions:

Teachers' Questions	Teachers' Replies
How many teacher aides do you supervise?	The teachers indicated that they worked with from one to four teacher aides.
What was the greatest number of aides with whom you worked at any time?	The majority worked with two or three aides at a time.
Have you had teacher aide service prior to this year?	Yes - 85.7 per cent No - 14.3 per cent
Did you have a part in selecting your aide?	Yes - 35.7 per cent No - 64.3 per cent
Do you feel that you should have some choice in selecting your aides?	Yes - 78.6 per cent No. - 7.1 per cent No Reply - 14.3 per cent

How much on-the-job training do you feel your aides need?



How much on-the-job training are you able to give your aides?



Teacher comments in regard to training of teacher-aides included:

> "Specific training in child-development...has helped our aides and supplemented on-the-job training."

> "Real situations demonstrated the needs of the children and activities -- brief meetings at the end of a week helped clarify directions and choices of action for the aides to take."

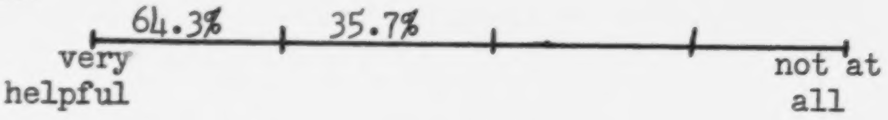
"Learning the routine and following the example of the teacher involved most of the on-the-job training, but there should also be time to talk about what is going on in the classroom and the philosophy of the teacher".

"I feel aides should have pre-service training to become acquainted with expectations of young children".

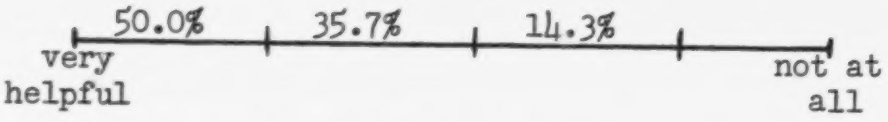
"On-site in-service training of aides should be paid extra and have in-service that does not require absence from assigned classrooms."

How helpful have teacher-aides been in:

Classroom routine



Preparation of materials



Among the strengths of aide service were listed:

"Acted as interpreter between teacher and Chinese-speaking parents as well as communicated the needs and attitudes of the community."

"Provided children with individual attention and worked on a one-to-one basis with them."

"Supervised and assisted in the yard and provided additional adult supervision for excursions and field trips."

"Prepared art activities and saw that materials were kept in "good" order."

In Replies to the item "Tell how the use of aides in the school improved school-community relations," included the following:

"Aide service brought parents from the community into the school. Hence, it has helped the parents to understand the schools problems and the school to understand the parents' problems."

"Many times aides had conversations with parents of children in pre-kindergarten and because of the aides' backgrounds and ages can be more candid with parents."

"Parents feel free to express themselves to aides."

> "Parents are relaxed when talking with aides and the aides relate with parents in the community and make parents more aware of home-school relationships."

> "As I am non-Chinese speaking, my aides were invaluable in speaking to non-English speaking parents, explaining what we do and why, as well as dealing with more specific items such as illness."

Teacher recommendations for further improvement of the paraprofessional program include:

> "Paraprofessional help has been great and they should be treated as an integral part of the school staff."

> "Give each teacher aide more background as specific to goals of the program or class with which she will be involved, such as why the teacher prefers this type of discipline to that."

> "Continue and expand the program for in-service training of teacher-aides."

> "Raise salary and thereby obtain more qualified aides."

> "Offer an incentive for self-improvement with salary increment for length of time taught and credit for attending in-service or college classes."

7.4 FIELD TRIPS

All pre-kindergarten children and many parents participated in field trips during 1969-70. Seven pre-kindergartens made a total of 57 bus or train trips to places of interest within San Francisco or in the Bay Area.

Emphasis of field trips was placed on sensory, especially visual, development. The most popular trip was to the San Francisco Zoo and Storyland Children's Park, where eleven classes visited. First hand experience with riding a train was gained by the six classes that were afforded the opportunity of riding a train to Burlingame/Millbrae on the peninsula. Sixteen different types of bus or train trips provided many contrasting experiences. Table 7.4.1 presents selected field trip data in detail.

Excursions and Neighborhood Walks. All pre-kindergartens participated in walking excursions weekly to parks and other places of interest. Other visits were made monthly or once during the semester.

By frequent walks to parks, visits to neighborhood shops, hospitals, fire stations, or libraries, the pupils gained greater understanding of their own immediate neighborhoods. Following is a selection of the type of walking excursions made frequently by pupils in the pre-kindergartens.

DATA ON SELECTED NEIGHBORHOOD WALKS TAKEN BY

SEVEN ESEA TITLE I PREKINDERGARTENS, 1969-70

Prekindergarten	Destination	Purposes
Commodore Stockton	Chinatown walk and shopping	Purchased food for Christmas party and explored Grant Avenue and environs
	Cable Car Barn	Viewed cable cars and equipment
	YWCA	Saw the "Dragon" used in Chinese New Year Parade
Daniel Webster	Fire Station	Acquainted children with services of the Fire Department.
	Neighborhood Walk	Gained greater understanding of pupils' own immediate area. Pointed out services such as barber shop, cleaning plant, and florist.
	Public Library	Familiarized pupils with library facilities

Prekindergarten	Destination	Purposes
Golden Gate	Hamilton Park	Large motor skills development, social development, and fresh air
	Fire Station	Intellectual growth, ideas for dramatic play, language and vocabulary development
	Golden Gate Avenue	Watched construction workers and learned how and why pipes are placed beneath the streets
Hawthorne	Aquarium	Identified fish and other aquatic organisms
	Speedway Meadows	Gained experience in a large, open natural area
	Mission Street	Saw the new Bay Area Rapid Transit Mission Street subway station
Hunters Point I	Farmers' Market	Selected and bought pumpkins for Halloween
	Joseph Lee Playground	Acquainted children and parents with new recreational areas
	Golden Gate Park	Gave parents and children an opportunity to picnic and use a variety of gym equipment in a big, open area
John Swett	Civic Center	Viewed San Francisco City Hall, fountains, and the downtown area
	Hayward Park	Extended outdoor experiences, used different equipment, met other children, and gained confidence by "doing it themselves" such as swinging
Lincoln	Wholesale Flower Market	Pupils learned how flowers are brought into the city and then sent to different retail stores
	Walks to the children's homes	Learned where the children live in relation to each other and to the school

FIELD TRIPS AND BUS EXCURSIONS TAKEN BY SEVEN ESEA TITLE I PREKINDERGARTENS, 1969-70

DESTINATIONS OF TRIPS AND EXCURSIONS	PURPOSES OF TRIPS AND EXCURSIONS	NUMBERS OF	
		SCHOOL	CLASSES
San Francisco Zoo, And Storyland Children's Park	Identification and classification of animals, and direct contact with baby animals	5	11
Golden Gate Park-Children's Playground	Picnic and use of wide range of climbing equipment in a large, open natural area	4	7
Ocean Beach at Great Highway	Direct perceptual contact with sand, sun, water and climate	2	4
Marina Green	Wading and sand-digging	1	2
San Francisco Aquarium	Identification of fish and sea life	2	3
San Francisco Airport	Planned in conjunction with interest in airplane flying	1	4
Baker's Beach	A contrasting beach and ocean experience	1	2
Larsen Park	Experience with a large, open natural area	1	2
Golden Gate Park Speedway Meadows	Picnic in a large, open natural area	1	2
Mission-Dolores Park	Visit to community park with hills in a big, open area	1	2
Knowland State Park	Opportunity to have first-hand experience with young animals	1	2
Train Trip to Burlingame/Millbrae	First-hand experience with riding a train, ending with a picnic	3	6

FIELD TRIPS AND BUS EXCURSIONS TAKEN BY SEVEN ESEA TITLE I PREKINDERGARTENS,1969-70 (Con't.)

DESTINATIONS OF TRIPS AND EXCURSIONS	PURPOSES OF TRIPS AND EXCURSIONS	NUMBERS OF	
		SCHOOLS	CLASSES
Farmer's Market	Selected and purchased fruit and vegetables for a project on raw and cooked foods	2	4
Aquatic Park	Digging in the sand, picknicking, and wading	1	2
Tour of San Francisco designed for pre-school children	Carefully planned trip to significant places in San Francisco	1	2
Oakland Baby Zoo	A trip across the San Francisco Oakland Bay Bridge and sensory contact with young animals	1	2
TOTAL NUMBER OF CLASSES THAT PARTICIPATED IN FIELD TRIPS AND EXCURSIONS			57

7.5 HEALTH AND NUTRITION PROGRAMS

Physician-Nurse Medical Team. During the year 1969-70, almost all children enrolled in the ESEA prekindergartens were examined by the medical team. Physical examinations, including vision, hearing, and dental screening, were performed. Examinations not performed by the physician were obtained from private sources, but limited information was obtained to assist the multi-discipline team in its evaluation of the total child. Involvement of a medical opinion was considered important and added to the effectiveness of the multi-discipline approach.

Consultation time spent with individual parents was a high priority item in the program. Parents were appreciative of the time given, and frank exchange of anxieties under relaxed and informal conditions was carried out. Not only the children's health problems, but those of parents and siblings, were discussed. Advice and counselling were given, and referrals were made to appropriate agencies within the community or to specialists in the same program.

Although few major abnormalities were detected, many chronic conditions which required follow-up and evaluation were identified. In these instances, appropriate preventive measures and referrals were made. Many children had not been seen by a physician during the two years prior to examination in school. Medical care was sought only for crisis conditions, although access to clinics and private doctors was available, but had not been utilized. Dental service referrals numbered 97, initial contacts, visual services received 24 referrals, while 20 audiological service referrals were completed. The medical team continued the task of fostering preventive medicine and encouraged the parents in seeking medical treatment for their children.

Efforts were made to identify high-rish children for learning difficulties. Children with histories of pre-natal, post-natal, or birth difficulties were observed functioning within the school environment, and, when necessary, psychological evaluations were performed. The multi-discipline team had frequent meetings, at which time, problems were discussed and appropriate action taken.

Public health immunization procedures were carried out to complete the recommended schedule prior to entry into elementary school. Mothers often found this service more convenient at school, rather than attending public clinics or private doctors. A visit to the classroom and involvement in school functions coincided with a medical appointment, with fewer transportation and babysitting problems.

The medical team was involved with in-service education for teachers and teacher aides. Occasional organized meetings with parent groups were scheduled. First aid for children was provided when indicated and in-service instruction in this area, as well as in dental hygiene, was given by the nurse. She also assisted in medical history-taking and organized medical appointments, referral and follow-up.

The majority of children were screened for hearing and vision and dental defects, a small number were involved in an anemia-detection program, and urine-testing was performed during most medical examinations. Tuberculin-testing was undertaken as an annual procedure, and eight positive reactions were detected. Good health habits and practices such as washing the hands before eating, cleaning cuts and burns, brushing and general care of teeth, and proper nutrition were emphasized in the program to the pupils and their parents.

TABLE: 7.5.1 PHYSICAL EXAMINATIONS, IMMUNIZATIONS, AND TOTAL PHYSICAL PROBLEMS DETECTED AT SEVEN ESEA TITLE I PREKINDERGARTENS FROM SEPTEMBER, 1969 THROUGH JUNE, 1970

Total Physical Examinations Given 346

Physical Detected	Number	Rank Order
Dental	101	1
Ear, Nose, Throat	76	2
Nutritional	60	3
Skin	52	4
Behavioral	45	5
Respiratory	33	6
Orthopedic	32	7
Speech	27	8.5
Allergy	27	8.5
Genitalia	23	10
Cardiac	20	11
Abdominal	18	12
Central Nervous System	9	13
Vision	7	14
Hearing	3	15
TOTAL	553	

Total Immunizations Given 539

Immunizations	Number	Rank Order
Tuberculin*	193	1
Diphtheria	160	2
Polio	141	3
Measles	35	4
Smallpox	10	5
TOTAL	539	

*Eight positive tuberculin cases were detected at one of the pre-kindergarten centers.

CHART: 7.5.2. HEALTH REFERRALS MADE FOR PUPILS FROM SEVEN ESEA TITLE I PRE-KINDERGARTENS FOR THE PERIOD FROM SEPTEMBER 1969 THROUGH JUNE 1970

Referrals Made To	Initial Contacts	Follow-up Contacts	Complete	Pending	Incomplete
Private and Public Medical Care (MD)	36	73	34	1	1
Dental Services	97	206	79	8	10
Vision Services	24	57	22	1	1
Audiology Services	20	52	16	4	
Speech Services	17	17	17		
Social Services	32	74	29	2	1
Psychological Services	26	30	22	3	1
Repeat Examinations	84		84		
TOTALS	336	509	303	19	14

Nutritional Program. A nutritious hot meal was served to each child at every session, both morning and afternoon. Those children who attended morning sessions received breakfasts, while children enrolled in afternoon sessions had lunch.

The nutritional program had as its primary objective the compensation for earlier childhoos nutritional deficiencies. The physician reported that 60 pupils or 17 per cent of 346 pupils who received physical examinations during the school year, had nutritional difficulties. The need for maintaining the nutritional program is great.

Mealtime provided opportunities for many excellent learning experiences to take place while the teacher ate her meal at the table along with her pupils. Exchange of ideas and experiences between children and teacher took place during this time. Pupils learned about various new foods as well as how to serve themselves, which taught self-reliance. Table manners and habits of cleaning up after meals were taught.

Peripheral knowledge about food and the importance and preparation of food was gained by the pupils. Many of them learned to measure amounts of milk, or broke eggs and mixed them in the preparation of meals. Many of the foods were of ethnic origin, so the children learned about people from many lands

The menu on page 7-35 was used for the week of January 12, 1970 in pre-kindergartens.

Recommendation

Continue the health program and the work of the physician-nurse medical team in their work with physical examinations, immunizations, referrals, and follow-up system.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS DIVISION

ESEA PREKINDERGARTEN
MENU, WEEK BEGINNING JANUARY 12, 1970 *** See Recipe

DATE	BREAKFAST	LUNCH	SUPPER SUGGESTIONS
Mon. Jan. 12	Stewed Prunes Cream of Wheat Toast Strips Buttered Milk	Oven-scrambled Eggs Baked Potato Fingers Buttered Green Beans Tossed Salad with French Dressing Chilled Canned Pears Toast Buttered Milk	Indian Corn Stew Tossed Salad Sponge Cake Rye Bread Margarine Milk
Tues. Jan. 13	Applesauce Scrambled Eggs Dry Cereal Toast Strips Buttered Milk	Meat Loaf Parmesan Bulgar Frozen Chopped Spinach with Hard-cooked Egg Garnish Carrot Raisin Salad Banana Orange Cup Toast Buttered Milk	Barbecued Frankfuters Zucchini Artichoke with Mayonnaise Bread Pudding with Raisins Bread Margarine Milk
Wed. Jan. 14	Orange Quarters H-O Oats Toast Strips Buttered Milk	Roast Turkey Gravy Sweet Potatoes Buttered Peas Celery Sticks Pineapple Tapioca Pudding Toast Buttered Milk	Ginger Liver Steamed Rice Apple Celery Salad Whipped Jello with Custard Sauce Bread Margarine Milk
Thurs. Jan. 15	Tomato Juice Soft-cooked Egg Dry Cereal Toast Strips Buttered Milk	Lamb Stew (Carrots, Celery, Onions) Parsley Potato Cole Slaw Lemon Cake Top Pudding Toast Buttered Milk	Meat Loaf Buttered Peas Raw Vegetable Sticks Ice Cream Bread Margarine Milk
Fri. Jan. 16	Canned Grapefruit Sections Cornmeal Toast Strips Buttered Milk	Fillet of Sole Tomato Rice Buttered Zucchini Apple Celery Salad with Paprika Garnish Pound Cake Toast Buttered Milk	Macaroni & Cheese Lemon Parsley Carrots *** Chef's Salad French Fruit Cup Bread Margarine Milk

7.6 PSYCHOLOGIST AND SOCIAL WORKER

PSYCHOLOGIST'S SERVICES.

Primary contacts were made with pre-kindergarten teachers at regularly scheduled monthly meetings at each school. The psychologist and pre-kindergarten teachers discussed: 1) children with problems or special needs, 2) school situations in general, and 3) intra-staff matters.

On conference days, the ESEA pyschologist remained in the classroom and observed particular children that had been discussed previously Based upon classroom observations, which included informal test situations to assess various skills, arrangements were made to see a pupil individually, out of the classroom setting. During individual sessions, instruments such as the Peabody Picture Vocabulary Test, sections of motor or perceptual tests, and drawings were used to assist the psychologist to gain further information to help him with their work with the child.

Referrals to the psychologist were made most frequently by teachers, by the pre-kindergarten doctor, by the social worker, and occasionally by the speech therapist. At times, more than one staff member referred the same child. Parents, in some instances, referred their child for help.

Categories of Referrals to Pre-Kindergarten Psychologist

Type 1 - Behavioral problems: disruptive, aggressive, or hyperactive.

Type 2 - Social adjustment: withdrawn, delayed speech, difficulty relating to other children or adults.

Type 3 - Immaturity: in behavior and/or skills.

Following is a summary of the number of pupils who had a formal evaluation during 1969-70 by the pre-kindergarten psychologist:

Problems	No. of Boys	No. of Girls	Total
Type 1-Behavior	6	2	8
Type 2-Social	1	7	8
Type 3-Immaturity	4	3	7
TOTAL	11	12	23

Summary Observations

1. Although more girls were referred, boys caused more serious concern because of their potential negative impact upon others.

2. More girls had symptoms that were not necessarily disturbing to others, but which affected their adjustment to school.

3. No significant difference noted between numbers of boys or girls who had problems of immaturity and/or skills.

4. The same distribution of problems occurred in a large number of pupils who were discussed by the psychologist with members of the pre-kindergarten staff without formal evaluation.

The psychologist's reports were discussed with the teacher and included: 1) recommendations, with an analysis of the pupil's strengths and weaknesses, 2) techniques for working with the child in the classroom, 3) environmental manipulation, 4) work with parents, and 5) referrals to other agencies.

Recommendations

1. Psychologist's conferences with pre-kindergarten teachers were coordinated with the social worker's visits. This should be continued or extended next year.

2. Initiate a case-conference approach which would bring together teachers and paraprofessionals to focus on specific children. Cases could be selected of general interest, and pre-kindergarten staffs from more than one school could attend.

3. A systematic "post-referral-evaluation" system could be initiated for pupils who had a psychologist's formal evaluation during the time they were enrolled in pre-kindergarten or first grade. Follow-up would be meaningful to the pre-kindergarten teachers and give more direction to their efforts.

SOCIAL WORKER.

Efforts of the social worker in pre-kindergarten were divided into three areas: 1) work with families, 2) work with teachers and aides, and 3) work with outside agencies and within the school district.

Work with Families. Initial contacts with families began in September 1969 with interviews concerning pupil elegibility for enrollment in the program. It continued throughout the year in informal meetings, parent meetings, and with parents referred for assistance in dealing with special problems.

Common problems dealt with were pupils' irregular attendance, children who were not picked up or brought to school at the regular time, and pupils whose time of attendance needed to be changed from morning to afternoon classes.

A conference between the social worker and parents was followed by a meeting with the pre-kindergarten teacher to share with her insights gained about the parents' feelings about their child's problem and the agreement reached on how the family and school planned to work to find a solution to the problem.

Work with Teachers and Aides. Much of the work with teachers consisted of discussions with teachers about various pupils whose behavior was not in line with what was considered their optimal potential and the optimal functioning of the class.

Discussions included many aspects of the situation such as the teacher's feelings and relationship toward the pupil, techniques of management of certain kinds of behavior problems, manipulation of schedules and room set-up, and the child's behavior.

Frequent subjects for discussion were over-aggressive pupils, those who did not talk in school or did not participate in group activities, pupils who obsessively tended to seek adult attention, or those who were unable to accept adult direction.

Of the total number of children who were discussed, approximately 50 percent were consistently followed throughout the year by observation, discussions, and conferences between parents and teachers and between other staff members.

Techniques for parent interviews and special topics to be covered in conferences were frequently discussed with teachers.

In-service education for teachers and aides was done by role-playing in several socio-drama situations familiar to them. A simulated case was presented by the special services staff to show the roles of various services.

Work with Agencies and Within the School District. Throughout the year, the pre-kindergarten special services staff met with the ESEA Supervisor of Pre-kindergartens. Pupil referrals were discussed, knowledge and opinions on the direction treatment should take were shared, reports were made on cases completed, and decisions were made for the assignment of major responsibility in each new pupil case.

Meetings with the consulting psychiatrist for pupil services were arranged for pre-kindergarten teachers' in-service on the subject of "Children Who Do Not Talk and/or Do Not Participate in School".

Recommendations.

1. Evaluation of the work of the social worker in pre-kindergarten should be done by a conference of teachers and the social worker. Present methods could be examined and suggestions on what is needed and wanted for the coming school year could be introduced. Planning the year's work could be a joint enterprise among teachers and the social worker.

2. Consideration should be given to developing group meetings where aides and teachers work together with the social worker on either group or individual problems in their classes, or where teachers come together to discuss problems they have in common.

3. Because of the separation of duties between the parent co-ordinator and social worker, one of the difficulties the social worker encountered was to find ways, other than direct and individual approaches about acute problems, to work with parents. Preventive aspect of her work tended to be limited to work with teachers. The social worker and psychologist need to consider how they might work, together or alone, more effectively on this important phase of their work.

4. The role of the social worker in bilingual schools was limited by inability to speak the language used by non-English-speaking families. Consideration should be given, when this is possible to placement of social workers who are able to speak the language of the majority of the parents and pupils of the schools to which they are assigned.

7.7 ANECDOTAL REMARKS

Along with the Prekindergarten Records of Individual Growth, complete, anecdotal records were kept for each child enrolled in the Prekindergarten program. The following are specific cases:

CASE 1.

Evaluation Period 9/69 to 2/70	"During the first part of the semester, he was most comfortable relating to adults and preferred to spend his day looking at books and observing the activities of the other children. As he became more confident, he was more willing to explore the other areas of the classroom and to play with the other children. At this point in the semester, he is well-accepted by the boys, using more English and more relaxed in small group activities."
Evaluation Period 2/70 to 6/70	"Having acquired more social and language skills, he now enjoys exploring his ideas in dramatic play and is also better able to defend himself and his ideas in group play. He continues to enjoy looking at books and sharing ideas and experiences with teachers and peers."

CASE 2.

Evaluation Period 9/69 to 2/70	"A happy and self-directed child, he is a sought-after playmate in group play. Though verbal with children, he has chosen to be non-verbal with adults. Proficient in non-verbal communication, he enjoys sharing his experiences with his teachers."
Evaluation Period 2/70 to 6/70	"Having acquired more English skills, he is now confident in verbalizing his ideas with the teachers. Looking at books and listening to stories is a strong interest for him."

CASE 3.

Evaluation Period 9/69 to 2/70	"Shy and somewhat distrustful of his new environment at the start of the semester, he shunned close contacts with others and preferred to be non-verbal. More confident now, he is accepted by his peers and is willing to share his ideas on a one-to-one relationship and in small groups."
Evaluation Period 2/70 to 6/70	"More confident, he is able to work for long periods of time with construction or art materials. There is also more verbal communication between himself, his peers, and his teachers."

CASE 4.

Evaluation Period 9/69 to 2/70

"She is a quiet but confident young girl who enjoys playing in small groups and working with art materials. She has extremely fine motor control and enjoys working with small delicate shapes and figures. Verbal in play with the other children, she prefers to use non-verbal communication with the teachers - though she will give answers to direct questions".

Evaluation Period 2/70 to 6/70

"Continuing to be verbal in play with her peers. There is now an increase in non-verbal communication with her teachers. A goal for her is to develop enough trust and confidence to use more verbal language with her teachers."

CASE 5.

Evaluation Period of 9/69 to 2/70

"Extremely verbal and full of energy, he enjoys testing his ideas in dramatic play. Often in the role of leader, he directed, assigned roles, and gave meaning to small-group play."

Evaluation Period 2/70 to 6/70

"Having had a variety of experiences, he developed a sophisticated set of concepts about himself and his environment. Extremely animated, he enjoyed acting out feelings and actions of others - his fishing experiences with his father, the work of the policeman, fireman, doctor, and those in his family. He became more confident with the English language and used it more frequently."

CASE 6.

Evaluation Period 9/69 to 2/70

"He loves to explore and create fabulous paper hats and constructions. He has made great progress in relating to others, but he still has some trouble expressing himself verbally. He is highly curious and has an incredibly long attention span. He is working with Cuisinaire rods and understands many basic mathematical concepts. The Chinese aides have difficulty understanding his speech."

Evaluation Period 2/70 to 6/70

"He has developed fantastic manual dexterity and can fashimn highly complex paper-and-staple constructions. His artistic ability is first-rate and handles depth perception

> and perspective. He now feels more secure in his friendships and is far more trusting of adults. He is using more English."

Summary of Anecdotal Evaluations, Pupil Evaluations, and Pupil Attendance. Six pupils were selected and evaluated in two periods, the first from September 1969 to February 1970 and the second from February through June 1970.

In summary, the six pupils showed that they had acquired more social and English-language skills, and had gained greater confidence in themselves because of their increased capability in verbal communication with their teachers and their peers.

Table 7.7.1

Enrollment and attendance of pupils at the ESEA pre-kindergartens was encouraged, but not mandatory. However, all pre-kindergartens reflected high percentages of pupils either present or excused only because of illness. The excellent attendance of pupils in pre-kindergarten further reflected the confidence gained by the pupils and their parents in the program. Very low percentages of non-excused absences were evidenced.

Monthly attendance averages for seven pre-kindergartens ranged from 87 to 95 percent. Yearly attendance averages for individual pre-kindergarten ranged from 82 to 97 percent.

CHART 7.7.1

PERCENTAGE OF TOTAL PUPIL ENROLLMENT PRESENT OR EXCUSED BECAUSE OF ILLNESS AT SEVEN ESEA TITLE I PRE-KINDERGARTENS FROM SEPTEMBER 1969 THROUGH JUNE 1970

Months of	Commodore Stockton	Hawthorne	Hunters Point I	John Swett	Golden Gate	Daniel Webster	Lincoln	Monthly Average
Sept. 1969	99%	92%	90%	90%	91%	100%	100%	95%
Oct. 1969	99	98	80	73	90	86	100	89
Nov. 1969	99	98	88	81	83	93	100	92
Dec. 1969	98	94	94	85	81	92	100	92
Jan. 1970	91	98	81	80	71	92	100	88
Feb. 1970	95	99	93	95	77	85	100	92
Mar. 1970	93	98	81	84	81	89	85	87
Apr. 1970	98	98	95	91	85	87	91	92
May, 1970	96	97	95	87	86	81	92	91
June 1970	98	100	87	100	75	82	93	91
Average Attendance for the School year	97 %	97 %	88 %	87 %	82 %	89 %	96 %	91 %

Attendance was averaged on Wednesday of each week and represented all pupils either present or excused because of illness. The percentage of pupils missing represented non-excused absences.

7.8 IN-SERVICE EDUCATION OF PRE-KINDERGARTEN TEACHERS AND AIDES

IN-SERVICE FOR TEACHERS.

During the 1969-70 school year, ESEA Title I pre-kindergarten teachers continued in-service training to further develop and refine the pre-kindergarten curriculum.

Teachers who were responsible for planning the daily program for the younger age group in the morning classes met bi-weekly on Wednesday afternoons from 1:00-3:00 p.m. The teachers who were responsible for planning the afternoon classes for the older age group met bi-weekly on Thursday mornings from 9:00-11:00 a.m.

In addition to the regular in-service classes that were offered, staff meetings of the pre-kindergarten teachers were held. Eighteen of the staff meetings were conducted from October 1, 1969 through June 4, 1970.

IN-SERVICE EDUCATION FOR PRE-KINDERGARTEN TEACHERS

Dates	Subject Areas
September 24, 1969 October 2, 8, 16, 22, 30, 1969	Parent Education and Involvement. Techniques for parent counseling, individual conferences, home visits, parent involvement and parent meetings.
November 5, 13, 19, 1969 December 4, 1969	Language and Cognitive Development Curriculum activities and workshops to make language materials. Theory and language patterns were studied.
January 7, 15, 21, 29, 1970	Bilingualism. Basis for understanding the culture and language of the Chinese and Spanish children.
March 4, 12, 18, 1970 April 2, 8, 16, 22, 30, 1970 May 6, 14, 20, 28, 1970	Articulation. Visitations, meetings, and articulation exchanges between pre-kindergarten and kindergarten staff.

Evaluation of In-service. All 18 teachers who attended in-service training were requested to complete forms for the evaluation of ESEA Title I in-service education. Teachers checked numerical rating scales which extended from one (very low) to five (very high). The teachers checked "Expectation" before the series of meetings began, and checked "Fulfillment" at the close of the meetings.

SUBJECT AREA # 1 - PARENT EDUCATION AND INVOLVEMENT

	Very Low				Very High
Expectation		15 %	54 %	23 %	8 %
Fulfillment	23 %	23 %	39 %	14 %	

TEACHERS' COMMENTS

"Chance to role-play various parent/teacher situations with other teachers was helpful, but materials presented should be more specific."

"The best part of this series was that individual teachers related very specific incidents and told how they dealt with them."

"Much work needs to be done in this area. Meetings with people who are in contact with parents, i.e. social workers or psychologists, would be very beneficial."

SUBJECT AREA # 2 - LANGUAGE AND COGNITIVE DEVELOPMENT

	Very Low				Very High
Expectation		7 %	43 %	29 %	21 %
Fulfillment		7 %	21 %	29 %	43 %

TEACHERS' COMMENTS

"Leader was very helpful, and interested in assisting us with our specific problems. Visited school before setting up her meetings to meet staff, observe, find out about our needs. Great deal was gained from these meetings."

"Specialist presented valuable materials, discussions were relevant and meaningful, and the workshops were helpful and enjoyable."

"Instructor was well-prepared -- had practical approach to language development with children and gave suggestions for actual activities with children to foster language development."

SUBJECT AREA # 3 - BILINGUAL EDUCATION

	Very Low				Very High
Expectation		7 %	40 %	40 %	13 %
Fulfillment		7 %	40 %	33 %	20 %

TEACHERS' COMMENTS

"Enjoyed discussions of cultural differences especially. Would like to see this area expanded."

"Presentation was fascinating for Chinese area teachers."

"School social-worker discussed the Spanish community and problems faced by parents/teachers/children. Suggestions were good and included ways of discussing difficult or delicate subjects."

"Discussion of English- and Spanish-speaking children was well done and helpful in thinking of ways to do the same with Chinese children."

"Good discussion of Chinese community by social worker. More intensive training like this, plus Bi-lingual or English-As-a-Second-Language, should be included next year."

SUBJECT AREA # 4 - ARTICULATION: PRE-KINDERGARTEN/KINDERGARTEN

	Very Low				Very High
Expectation	9 %	9 %	64 %	18 %	
Fulfillment	18 %	9 %	46 %	18 %	9 %

TEACHERS' COMMENTS

"It was helpful to be able to observe the kindergarten classes; this helped develop rapport between teachers."

"Exchange visits between pre-kindergarten and kindergarten classes were interesting and valuable."

"Was our first opportunity to meet with the kindergarten teachers and an opportunity to exchange ideas. Would like to see kindergarten teachers share in more in-service and have an opportunity to explore new ways in working with children."

In-service for Teacher Aides. In-service classes for all aides who served in the pre-kindergarten project started in January 1970 and continued through April 1970. Training was scheduled during regular working hours. All aides were paid for three hours on these days, which allowed for class time and travel. A total of sixteen in-service training sessions were held: eight for aides assigned to morning classes and eight for aides assigned to afternoon classes.

Areas included in January Sessions

Introduction to pre-school education

Importance of early education toward educational development and growth of self-concept

Differences in San Francisco cultural patterns

Child behavior and discipline

Classroom responsibility and need for consistency within the staff

Awareness of the quiet child who may not be able to ask for himself

Activities for rainy days

Areas included in February Sessions

Self-concept and children

Ways to develop attitudes of positive self-concept with pre-kindergarten children

Methods of teaching the inhibited child

Teaching suggestions and different teaching experiences

Area included in March Sessions

Case studies -- different examples were discussed at each session by the pre-kindergarten doctor, nurse, social worker and psychologist

SUMMARY OF APRIL 1970 IN-SERVICE FOR AIDES

Areas included in April Sessions

Parent-teacher relationships

New ways of involving parents in school life

TEACHER AIDE COMMENTS ABOUT THE SERIES OF IN-SERVICE MEETINGS

"In-service meetings were very interesting. Experiences were shared with one another."

"I felt that my understanding of the pre-kindergarten program was extended through discussion with aides from other areas of the city. There was an exchange of information made possible by the participants who represent diverse ethnic groups."

"In-service classes were helpful to me in understanding the goals of pre-kindergarten, children, parents, and teachers. The classes should continue."

"These in-service meetings helped aides to understand their duties as well as roles of the physician, nurse and social worker."

"I found the classes interesting and very helpful in everyday situations."

"I would like to participate in other in-service meetings. We discussed problems, listened, and also offered suggestions that may be of help in future teacher aide in-service programs."

"Would love to see more in-service meetings for aides."

EVALUATION BY AIDES OF JANUARY-APRIL IN-SERVICE TRAINING

	Very Low				Very High
Expectation		21 %	32 %	32 %	15 %
Fulfillment		5 %	11 %	47 %	37 %

N = 21

Summary Observation

Aides rated fulfillment considerably higher than their expectation of in-service training.

Recommendations for In-service Training of Teacher Aides

1. Initiate a pre-service meeting for teaching aides before the next school year begins.
2. Begin teacher aide in-service classes early in the year and increase their number.
3. Clarify the likenesses and differences of the roles of the teaching aide and the teacher.
4. Continue to share with the aides through in-service, the role of the specialists serving the project.
5. Set up regular staff meetings at the school site to keep channels of communication open.

Recommendations for In-service Training of Teacher Aides (cont'd)

6. Plan in-service classes jointly including aides and teachers.

7. Plan to include more information about minority group cultures, i.e. Chinese, Spanish-speaking, and Black.

7.9 INNOVATIVE AND/OR UNIQUE TEACHING TECHNIQUES

Each pre-kindergarten session had two teachers and up to four teachers aides. This team, under the leadership of the ESEA pre-kindgarten supervisor, planned language enrichment and a conceptual development program appropriate for the age and experiential levels of the children with whom they worked, and carried it out in a cooperative basis.

In the pre-kindergarten program, there has been increased maturity of professionals and paraprofessional assistants, and a great deal of valuable experience gained in its years of operation. Teachers developed many subtle and powerful techniques for realizing the fullest cognitive potential of the various age-groups of pupils. It was possible in a child-centered, ungraded environment to carry the same pupil from unsocialized post-infancy to the sophistication of a near 6-year old. The teacher planned activities sequentially and with greater complexity, and repeated them to further reinforce previous learning.

The team approach, which had become highly effective after years of experience, was used. The teacher and her aides conducted classes on individualized basis and maintained a rich and varied learning environment for the group.

Self-concept. Withdrawn children were made to feel that they were a very important part of the class. Self-esteem and self-confidence were fostered and encouraged constantly in many daily teaching situations.

Through experience and through extensive in-service training sessions of teachers and teacher aides, these methods were developed:

Methods of Developing Positive Self-concepts in Pre-kindergarten Children:

Use child's name often
Name things for the child to extend his vocabulary
Use many words
Identify the child with his family-mother, father, brother or sister
Identify parts of the child's body. "Do not assume the child knows them
Emphasize the skills of the child. "You really climb very well."
Tell the child that you like him
Take photographs of the children. Some have never seen themselves in a picture. Give them pictures of themselves, teachers, and peers.
Have mirror for the child to see himself
Show growth through a wall chart. Great differences are noted from September to May
Listen to the child because he is telling us something
Show non-verbal acceptance. Positive communication through a smile or gesture.
Reinforce child in being himself and knowing himself. A 4-year-old has some complex feelings. You cannot fool a child.
Evaluate ourselves as teachers every day to increase our understanding

Methods of Teaching the Inhibited Child:

If the child doesn't speak out or engage in creative work, many times it reflects a school society which is foreign. Teaching suggestions that were developed included the following:

Do not bring in moral issues, since this might lead to conflict with family or friends

The child does not think in terms of bad. His language reflects reality. We expect behavior, or judge a child's behavior, through our standards, not necessarily through his.

As adults we must be aware of cultural differences and values and find out all we can about each culture with which we work.

Different Teaching Experiences

Home situations contribute to the child's mood at school
At school he uses his feelings and energies differently from the way he uses them at home.
Sometimes we must really see what is happening at home to help him feel good about himself.
Adults need to encourage and initiate self-help in children

Language Development. Many of the pupils in the pre-kindergartens had a limited acquaintance with English and spoke only Spanish or Chinese at the time that they enrolled.

Listening sets were used in each classroom to increase pupils' understanding of the English language. In addition to this, many other language activities were held. Successful language activities included teacher and pupil discussions which accounted for noticeable progress. The teacher was seated with her class around her in a semi-circle. Pictures were held up of various animals, such as a dog or a group of ducks. The children then discussed the pictures in a way they found to be interesting and exciting. Animals were identified and then the pictures were related to the children's personal experience.

Results indicated progress in ability to recognize objects and pictures and ability to describe them in English. The pupils' ability to organize their thoughts into sentences was emphasized.

Methods of teaching were developed which met the particular needs of each child. Pupils were introduced to the immediate world around them and learned about people from different countries, animals, fire engines, building houses, and visiting supermarkets. With the teacher and her aides, a child's individual problems received individual attention. Children spoke, and were listened to, by adults who cared.

Notebooks. Each child made a notebook of pictures that were cut from magazines and pasted onto pages emphasizing various colors, shapes, and numbers. One week the special emphasis was for the children to cut and paste objects whose color was red or yellow into their notebooks. The pupils not only learned colors, but also geometric shapes such as circles and triangles. Pupils were proud of their work and verbalized about their efforts. The notebooks were taken home and parents were encouraged to look at them with their children. The children also attained a sense of accomplishment which tended to improve their self-image.

Books. Story time was encouraged at each of the pre-kindergartens. The teacher or teacher-aide read many stories to the children which tended to develop interest in books. A special check-out system of books was arranged so that the parents could take books home to read to their children on a loan basis for one or two weeks. This resulted in children spending time with books on many subjects of interest to them.

The library corner located in each of the pre-kindergartens contained picture books and pre-primers that fostered individual interest and exploration by the pupils. Stories were read to the children by the teachers and included the following topics:

- People from Different Countries
- Zoos
- Birds
- Baby Animals
- Airplanes
- Cats
- Fire Engines
- Trains
- Boats and Ships
- Building
- Supermarkets
- Policemen
- ABC's
- Nursery Rhymes
- Trucks
- Turtles
- Owls
- Health

Other Innovative Activities. The following general classroom techniques and teaching methods were found to be effective:

Small-block Construction. Houses, zoos, and other objects were constructed while the children verbalized about their constructions.

Painting with Water Colors. Brushes and various pre-mixed colors were used by pupils in making pictures.

Chalk Designs. Pictures were made by using chalks of many shades. Pictures were later preserved by dipping in water and starch. This was done by the pupils.

Designs. Beans, seeds, small bits of cloth or paper, driftwood, and shells were glued together or glued to wood or paper plates, and allowed to dry. Many of these constructions were very artistic.

Small Hand Tools. Small bits of lumber were cut into lengths by the pupils who used small-scale saws under the direct supervision of their teachers. This was accomplished with the use of a workbench and a vise. Small pieces of lumber were assembled, sanded, and glued together by the pupils in a creative manner, and later painted. Fine motor skills of some pupils became highly developed.

Felt-board Construction. Faces, as well as entire figures, of boys and girls with contemporary clothing styles were assembled.

Water-table Activities. Measurement of clear or colored water in tanks with various containers and scoops taught the concept of volume.

Animal Care. Cleaning, feeding, and care of animals such as turtles, rabbits, fish, and guinea pigs was taught.

Animal Recognition. Realistic small-scale animal models of most animals found in zoos or on farms were used with the children who played with them and learned to recognize them by their names.

Number Concepts. Through the use of personalized numbers and a cash register, all children saw the numbers while some recognized them as they appeared in the register window. Certain pupils recognized numbers from one through five. Through the use of the large calendar, each day was located and some children also learned certain numbers.

Names. Pupils' names were recorded in a special name book constructed by the teacher and entitled "Find Your Name." Reading readiness was encouraged with many children able to recognize and locate their own names in the book. A typical page looked like this:

B b

Barbara
Herbert
Kimberly

Some children were able to recognize the names of other pupils as well as their own names.

Visual Record. On certain field trips and excursions, as well as other special activities within the classroom, photographs were taken of the events. These were placed on display on bulletin boards and later served as visual reminders to the pupils during class discussions of the trips and events.

Book Construction. Pages were assembled by pupils and teachers and illustrated with brightly-colored pupil drawings.

Hammer and Nail Boards. Constructions were made of vari-colored objects in a creative manner which developd precision and small-motor skills.

Play Dough. Constructions of various objects such as animals or faces were made by pupils who used play dough that they made themselves with teacher assistance.

Telephone Sets. Pupils practiced telephoning through the use of telephone sets in the classrooms or in the model kitchen corners that had scale model furniture.

Through the use of many innovative and creative ideas and teaching methods, an excellent foundation was laid for the future educational progress of the children.

7.10 SUMMER PROGRAM

The ESEA pre-kindergarten program was extended throughout the summer and ended during August 1970. The summer program was generally the same as the program during the regular school year, with many of the same teachers, teacher-aides, other staff members, and pupils.

A random sample of 22 pupils was selected from two unilingual pre-kindergartens, and a study of their progress on the Pre-kindergarten Record of Individual Growth was made. Results were compared from two periods of time: the last three months of the regular school term which ended in June 1970, and summer school which ended in August 1970. Data from this study are given in the appendix to this chapter (Table 7.1.16).

Summary Observations

Table	Item	
7.1.16	D	In August 1970 percentages of 100 percent were evidenced in three items pertaining to personal hygiene and habits, as compared to percentages ranging from 86.3 to 90.9 in June 1970.
	F	In the Social maturity category 100 percent of the pupils participated in group activities at the end of summer compared with 77.2 percent in June 1970.
	A	The Emotional behavior category showed large percentage gains in "good" ratings, with control of feelings rising from 45.4 percent to 68.1 percent, and freedom of expression jumping from 59.0 percent to 86.3 percent.
	B	The Attitudes category showed a large percentage gain in "good" ratings for responsiveness to requests, which rose from 50.0 per cent to 72.7 per cent during the summer.

RECOMMENDATIONS FOR PRE-KINDERGARTEN PROGRAM

Continue and expand all phases of this program. Serious consideration should be given to expansion of Early Childhood Intensive Education into additional schools.

Plans should be formulated to strengthen pre-kindergarten into a full academic year program on a permanent basis by conducting summer school as was done during 1970, with the same teaching and administrative staff which had achieved excellent results.

APPENDIX TO CHAPTER 7

TABLE:
7.1.1

TEACHER RATINGS ON THE PREKINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR UNILINGUAL PARTICIPANTS IN SEVEN ESEA TITLE I PREKINDERGARTENS DURING FALL 1969 AND SPRING 1970

Grade: Prekindergarten

Total: 141 Pupils in Unilingual Schools

Dates: December 1969, March 1970 and June 1970

	FIRST THREE MONTHS			SECOND THREE MONTHS			LAST THREE MONTHS		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
A. EMOTIONAL BEHAVIOR									
1. Control of feelings	23.7%	51.8%	24.5%	39.9%	53.2%	6.9%	58.5%	40.6%	.9%
2. Freedom of expression	30.2	44.9	24.9	44.3	53.1	2.6	68.9	31.1	0.0
3. Ability to relax while resting	30.9	45.7	23.4	48.2	45.9	5.9	66.7	32.3	1.0
B. ATTITUDES									
1. Toward center	61.0	36.8	2.2	69.8	28.0	2.2	97.2	2.8	0.0
2. Toward teacher(s)	58.7	36.4	4.9	74.9	24.0	1.1	96.2	31.8	0.0
3. Toward other children	43.9	48.5	7.6	64.3	34.6	1.1	87.7	12.3	0.0
4. Responsiveness to requests	34.1	55.2	10.7	55.8	39.1	5.1	77.4	22.6	0.0
C. MOTOR CONTROL									
1. Muscular coordination	52.5	46.4	1.1	67.4	32.6	0.0	92.5	7.5	0.0
2. Handling of equipment and materials	59.8	39.1	1.1	70.6	29.4	0.0	94.3	5.7	0.0
D. PERSONAL HYGIENE AND HABITS									
1. Personal cleanliness	80.2	15.1	4.4	82.9	16.5	0.6	87.7	12.3	0.0
2. Eating habits	47.2	45.4	7.4	66.7	29.4	3.9	83.0	16.0	1.0
3. Toilet habits	79.9	17.4	2.7	87.7	12.3	0.0	93.4	6.6	0.0
4. Orderliness	52.0	43.1	4.9	67.6	30.8	1.6	91.5	8.5	0.0
E. ABILITIES AND INTERESTS									
1. Oral expression of ideas(articulation)	43.4	44.2	12.4	69.2	27.5	3.3	84.8	14.3	.9
2. Visual comprehension (observation)	50.2	46.0	3.8	68.6	31.4	0.0	94.3	5.7	0.0
3. Auditory comprehension	44.1	51.0	4.9	64.1	33.8	2.1	89.6	10.4	0.0
4. Following directions	42.9	52.2	4.9	63.2	36.3	0.5	88.7	11.3	0.0
5. Art	59.3	40.7	0.0	75.5	24.5	0.0	91.5	8.5	0.0
6. Music	40.4	57.3	2.3	72.1	27.9	0.0	90.6	9.4	0.0
7. Dramatics	45.5	48.9	5.6	76.8	19.9	3.3	94.3	5.7	0.0
F. SOCIAL MATURITY									
1. Participation in group activity	36.3	47.8	15.9	61.0	37.3	1.7	84.0	16.0	0.0
2. Respect of rights of others	40.0	49.4	10.6	59.3	39.2	1.5	79.2	20.8	0.0
3. Leadership qualities	17.5	64.6	17.9	41.1	52.8	6.1	67.9	31.1	1.0
4. Knowledge of: age, address, colors, days, etc.	21.6	66.0	12.4	53.2	45.7	1.1	81.7	17.3	1.0
5. Extent of first hand experiences	23.7	66.4	9.9	45.7	53.2	1.1	76.4	22.6	1.0

TABLE:
7.1.2

TEACHER RATINGS ON THE PREKINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR BILINGUAL PARTICIPANTS IN TWO ESEA TITLE I PREKINDERGARTENS DURING FALL 1969 AND SPRING 1970

Grade: Prekindergarten
Total: 149 Pupils in Bilingual Schools
Dates: December 1969, March 1970, and June 1970

	FIRST THREE MONTHS			SECOND THREE MONTHS			LAST THREE MONTHS		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
A. EMOTIONAL BEHAVIOR									
1. Control of feelings . .	23.4%	63.1%	13.5%	43.0%	55.8%	1.2%	58.3%	41.7%	0.0%
2. Freedom of expression .	31.2	51.8	17.0	45.1	50.2	4.7	63.9	35.4	0.7
3. Ability to relax while resting	25.0	56.5	17.7	46.3	49.6	4.1	63.9	36.1	0.0
B. ATTITUDES									
1. Toward center	55.3	39.9	4.8	76.2	23.8	0.0	85.4	13.9	0.7
2. Toward teacher(s) . . .	51.8	44.0	4.2	74.3	25.7	0.0	81.9	18.1	0.0
3. Toward other children .	37.3	54.6	8.1	58.1	38.6	3.3	70.8	29.2	0.0
4. Responsiveness to requests.	29.0	58.9	12.1	48.9	49.8	1.3	63.9	36.1	0.0
C. MOTOR CONTROL									
1. Muscular coordination .	41.4	48.8	9.8	61.9	36.8	1.3	77.1	22.9	0.0
2. Handling of equipment and materials	45.4	48.7	5.9	72.4	26.3	1.3	87.5	12.5	0.0
D. PERSONAL HYGIENE AND HABITS									
1. Personal cleanliness. .	85.1	13.6	1.3	87.3	12.7	0.0	93.8	6.2	0.0
2. Eating habits	55.1	33.9	11.0	64.4	32.3	3.3	79.9	20.0	0.0
3. Toilet habits	86.4	13.0	0.6	91.7	8.3	0.0	98.6	1.4	0.0
4. Orderliness	55.4	39.7	4.9	67.6	32.4	0.0	87.5	12.5	0.0
E. ABILITIES AND INTERESTS									
1. Oral expression of ideas(articulation) .	33.1	46.0	20.9	50.5	43.6	5.9	68.2	28.4	3.4
2. Visual comprehension (observation)	41.4	55.8	2.8	60.1	39.9	0.0	86.8	13.2	0.0
3. Auditory comprehension.	41.8	53.6	4.6	55.5	43.9	0.6	84.7	15.3	0.0
4. Following directions. .	32.3	58.9	8.8	47.7	52.3	0.0	72.2	27.8	0.0
5. Art	45.6	47.7	6.7	62.5	37.5	0.0	81.9	18.1	0.0
6. Music	35.4	58.3	6.3	53.9	46.1	0.0	68.3	31.0	0.7
7. Dramatics	42.5	48.6	8.9	61.6	36.3	2.1	75.6	18.7	0.7
F. SOCIAL MATURITY									
1. Participation in group activity.	29.6	57.0	13.4	50.3	49.1	0.6	71.5	28.5	0.0
2. Respect for rights of others	33.4	56.6	10.0	46.7	50.7	2.6	61.1	38.9	0.0
3. Leadership qualities. .	26.8	56.2	17.0	36.9	56.3	6.8	50.0	46.6	3.4
4. Knowledge of: age, address, colors, days, etc.	49.8	34.5	15.7	56.3	42.4	1.3	73.8	25.5	0.7
5. Extent of first hand experiences	40.4	45.3	14.3	49.2	43.4	7.4	68.8	30.5	0.7

TABLE:
7.1.3

COMPARATIVE RATING ON THE KINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR FALL 1970 FIRST GRADE PUPILS BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, PRIVATE PARTICIPANTS, AND BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Source: The Kindergarten Record of Individual Growth

Grade: High Kindergarten

Total: 116 ESEA Participants, 143 Non-Participants in Any Type Pre-kindergarten, and 71 Participants in Private Pre-kindergarten

Date: May, 1970

Kindergarten Record of Individual Growth		ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS								
		Unilingual Schools			Bilingual Schools			Total		
Score Rating	Descriptive Rating	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
1-5	Good	31	46.9	46.9	24	48.0	48.0	55	47.4	47.4
6	Fair	13	19.8	66.7	8	16.0	64.0	21	18.1	65.5
7	Fair	10	15.1	81.8	4	8.0	72.0	14	12.1	77.6
8	Fair	5	7.6	89.4	8	16.0	88.0	13	11.2	88.8
9	Fair	3	4.6	94.0	2	4.0	92.0	5	4.4	93.2
10	Fair	1	1.5	95.5	1	2.0	94.0	2	1.7	94.9
11	Poor	1	1.5	97.0	1	2.0	96.0	2	1.7	96.6
12	Poor	1	1.5	98.5	1	2.0	98.0	2	1.7	98.3
13+	Poor	1	1.5	100.0	1	2.0	100.1	2	1.7	100.0
		66			50			116		
		NON-PARTICIPANTS IN ANY TYPE OF PREKINDERGARTEN								
1-5	Good	40	46.0	46.0	19	33.9	33.9	59	41.3	41.3
6	Fair	13	14.9	60.9	12	21.5	55.4	25	17.5	58.8
7	Fair	15	17.2	78.1	9	16.2	71.6	24	16.8	75.6
8	Fair	6	6.9	85.0	8	14.3	85.9	14	9.8	85.4
9	Fair	6	6.9	91.9	4	7.2	93.1	10	6.9	92.3
10	Fair	6	6.9	98.8	3	5.3	98.4	9	6.3	98.6
11	Poor							1	.7	99.3
12	Poor	1	1.2	100.0	1	1.6	100.0	1	.7	100.0
13+	Poor									
		87			56			143		
		PARTICIPANTS IN PRIVATE PREKINDERGARTEN								
1-5	Good	16	37.2	37.2	14	50.0	50.0	30	42.3	42.3
6	Fair	6	13.9	51.1	5	17.8	67.8	11	15.5	57.8
7	Fair	6	13.9	65.0	5	17.8	85.6	11	15.5	73.3
8	Fair	5	11.6	76.6	1	3.6	89.2	6	8.5	81.8
9	Fair	4	9.3	85.9	2	7.2	96.4	6	8.5	90.3
10	Fair	3	7.0	92.9	1	3.6	100.0	4	5.5	95.8
11	Poor							1	1.4	97.2
12	Poor	1	2.4	95.3				2	2.8	100.0
13+	Poor	2	4.7	100.0						
		43			28			71		

TABLE: 7.1.4 COMPARISON OF RATINGS ON THE KINDERGARTEN ANNUAL PUPIL PROGRESS REPORT FOR FALL 1970 FIRST GRADE PUPILS BETWEEN ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS IN ONE BILINGUAL SCHOOL

Source: Kindergarten Annual Pupil Progress Report

Grade: High Kindergarten

Total: 35 ESEA Participants and 35 Non-Participants

Items That Pupils Have Mastered	ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS		NON-PARTICIPANTS	
	Number	Per Cent	Number	Per Cent
General Readiness				
Prints his name	35	100.0%	35	100.0%
Expresses ideas clearly in speech	14	40.0	14	40.0
Shows vocabulary growth	30	85.7	24	68.5
Math Readiness				
Recognizes cardinal numbers through ten	5	14.3	7	20.0
Recognizes triangle, circle, rectangle, and square	34	97.1	33	94.2
Understands concept of size	20	57.1	26	74.2
Knows time on the hour	30	85.7	26	74.2
Reading Readiness				
Is able to listen to and understand a story	32	91.4	30	85.7
Is able to follow simple directions	29	82.9	29	92.9
Recognizes letters of the alphabet--capitals and small letters	29	82.9	28	80.0
	35		35	

TABLE: 7.1.5

COMPARISON OF STATUS IN READING READINESS AT END OF KINDERGARTEN (MAY 1969) FOR FALL 1969 FIRST GRADE PUPILS:

BETWEEN ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND
BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Tests: Metropolitan Readiness Tests, Form A

Grade: High Kindergarten

Total: 89 Participants and 120 Non-participants

Dates: May 1969

METROPOLITAN READINESS TESTS, FORM A					ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS								
					Unilingual Schools			Bilingual Schools			Total		
Total Raw Score Range	Equivalent Letter Rating	Equivalent Descriptive Rating	Per Cent of Pupils (National Norms)	Cumulat. Per Cent (National Norms)	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
76+	A	Superior	7	7	4	14.8	14.8	1	1.6	1.6	5	5.6	5.6
64-76	B	High Normal	24	31	8	29.6	44.4	15	24.2	25.8	23	25.8	31.4
45-63	C	Average	38	69	8	29.6	74.0	30	48.4	74.2	38	42.7	74.1
24-44	D	Low Normal	24	93	4	14.8	88.8	15	24.2	98.4	19	21.4	95.5
23-	E	Low	7	100	3	11.2	100.0	1	1.6	100.0	4	4.5	100.0
					27			62			89		
					NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN								
76+	A	Superior	7	7	5	38.4	38.4	6	5.6	5.6	11	9.2	9.2
64-76	B	High Normal	24	31	3	23.1	65.5	10	9.3	14.9	13	10.8	20.0
45-63	C	Average	28	69	3	23.1	84.6	45	42.1	57.0	48	40.0	60.0
24-44	D	Low Normal	24	93	2	15.4	100.0	42	39.3	96.3	44	36.7	96.7
23-	E	Low	7	100	0	0.0	100.0	4	3.7	100.0	4	3.3	100.0
					13			107			120		

TABLE: 7.1.6 COMPARISON OF STATUS ON TOTAL READING TEST AT END OF FIRST GRADE (MAY 1970) FOR FALL 1969 FIRST GRADE PUPILS WHO HAD PARTICIPATED IN ESEA TITLE I PRE-KINDERGARTEN AND NON-PARTICIPANTS

Tests: Cooperative Primary Test, Form 12A

Dates: May 1970

Grade: First

Total: 55 Participants and 67 Non-participants

	ESEA PRE-KINDERGARTEN PARTICIPANTS			NON-PARTICIPANTS IN ANY TYPE PRE-KINDERGARTEN		
Grade Level	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.8	2	3.6	3.6			
3.7						
3.6	1	1.8	5.4			
3.5				1	1.5	1.5
3.4				1	1.5	3.0
3.3						
3.2						
3.1						
3.0	2	3.6	9.0			
2.9	1	1.8	10.8			
2.8						
2.7				2	3.0	6.0
2.6	2	3.6	14.4			
2.5						
2.4				2	3.0	9.0
2.3	2	3.6	18.0			
2.2	4	7.3	25.3	4	6.0	15.0
2.1	2	3.6	28.9	1	1.5	16.5
2.0	5	9.1	38.0	3	4.5	21.0
1.9	2	3.6	41.6	5	7.5	28.5
1.8#	7	12.7	54.3	8	11.9	40.4
1.7	4	7.3	61.6	8	11.9	52.3
1.6	3	5.5	67.1	3	4.5	56.8
1.5	6	11.1	78.2	15	22.2	79.0
1.4	1	1.8	80.0	4	6.0	85.0
1.3	3	5.5	85.5	3	4.5	89.5
1.2	2	3.6	89.1			
1.1	2	3.6	92.7	4	6.0	95.5
1.0	4	7.3	100.0	3	4.5	100.0
Number	55			67		
%iles						
75th	2.2			1.9		
50th	1.8			1.7		
25th	1.5			1.5		

#Grade Level at Time of Testing

TABLE: 7.1.7 COMPARISON OF STATUS ON TOTAL READING TEST AT THE END OF FIRST GRADE (MAY 1969) FOR FALL 1969 SECOND GRADE ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Tests: Stanford Reading Test, Primary I, Form W
Grade: First
Total: 91 Participants and 51 Non-participants
Dates: May 1969

	PRE-KINDERGARTEN PARTICIPANTS			NON-PARTICIPANTS		
Total Read. G.P.	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.1	1	1.1	1.1			
3.0	1	1.1	2.2			
2.9						
2.8	1	1.1	3.3			
2.7	1	1.1	4.4			
2.6	1	1.1	5.5	2	3.9	3.9
2.5	5	5.5	11.0			
2.4	1	1.1	12.1			
2.3	1	1.1	13.2			
2.2	1	1.1	14.3	1	2.0	5.9
2.1	3	3.3	17.6	3	5.9	11.8
2.0	1	1.1	18.7	1	2.0	13.8
1.9	3	3.3	22.0	2	3.9	17.7
1.8#	7	7.7	29.7	1	2.0	19.7
1.7	4	4.4	34.1	4	7.8	27.5
1.6	13	14.3	48.4	11	21.6	49.1
1.5	16	17.5	65.9	9	17.6	66.7
1.4	13	14.3	80.2	5	9.8	76.5
1.3	10	11.0	91.2	5	9.8	86.3
1.2	4	4.4	95.6	2	3.9	90.2
1.1	2	2.2	97.8	4	7.8	98.0
1.0	2	2.2	100.0	1	2.0	100.0

	Participants	Non-participants
Number	91	51
%iles		
75th	1.8	1.7
50th	1.5	1.5
25th	1.4	1.4

#Grade Level at Time of Testing

TABLE: 7.1.8 COMPARISON OF STATUS ON TOTAL READING TEST AT END OF GRADE ONE (MAY 1969) FOR FALL 1969 SECOND GRADE PUPILS:

BETWEEN TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN BILINGUAL AND UNILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W
Grade: First
Total: 91 Participants and 51 Non-participants
Dates: May 1969

ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS

Total Read. G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
2.6+	3	4.8	4.8	2	6.9	6.9	5	5.5	5.5
2.5	3	4.8	9.6	2	6.9	13.8	5	5.5	11.0
2.4	1	1.6	11.2				1	1.1	12.1
2.3				1	3.4	17.2	1	1.1	13.2
2.2	1	1.6	12.8				1	1.1	14.3
2.1	3	4.8	17.6				3	3.3	17.6
2.0				1	3.4	20.6	1	1.1	18.7
1.9	2	3.2	20.8	1	3.4	24.0	3	3.3	22.0
1.8#	2	3.2	24.0	5	17.4	41.4	7	7.7	29.7
1.7	2	3.2	27.2	2	6.9	48.3	4	4.4	34.1
1.6	11	17.8	45.0	2	6.9	55.2	13	14.3	48.4
1.5	10	16.2	61.2	6	20.8	76.0	16	17.5	65.9
1.4	9	14.6	75.8	4	13.8	89.8	13	14.3	80.2
1.3	9	14.6	90.4	1	3.4	93.2	10	11.0	91.2
1.2	3	4.8	95.2	1	3.4	96.6	4	4.4	95.6
1.1	1	1.6	96.8	1	3.4	100.0	2	2.2	97.8
1.0	2	3.2	100.0				2	2.2	100.0
Number	62			29			91		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	1.8	1.5	1.4	1.9	1.6	1.5	1.8	1.5	1.4

NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN

2.6+	2	4.9	4.9				2	3.9	3.9
2.5									
2.4									
2.3									
2.2	1	2.4	7.3				1	2.0	5.9
2.1	2	4.9	12.2	1	10.0	10.0	3	5.9	11.8
2.0	1	2.4	14.6				1	2.0	13.8
1.9	2	4.9	19.5				2	3.9	17.7
1.8#	1	2.4	21.9				1	2.0	19.7
1.7	2	4.9	26.8	2	20.0	30.0	4	7.8	27.5
1.6	8	19.5	46.3	3	30.0	60.0	11	21.6	49.1
1.5	6	14.6	60.9	3	30.0	90.0	9	17.6	66.7
1.4	4	9.8	70.7	1	10.0	100.0	5	9.8	76.5
1.3	5	12.2	82.9				5	9.8	86.3
1.2	2	4.9	87.8				2	3.9	90.2
1.1	4	9.8	97.6				4	7.8	98.0
1.0	1	2.4	100.0				1	2.0	100.0
Number	41			10			51		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	1.7	1.5	1.3	1.7	1.6	1.5	1.7	1.5	1.4

#Grade Level at Time of Testing

TABLE: 7.1.9 COMPARATIVE STATUS IN VOCABULARY AND WORD STUDY SKILLS AT END OF GRADE ONE (MAY 1969) OF SECOND GRADE ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Test: Stanford Reading Test, Primary I, Form W
Grade: First
Total: 88 Participants and 45 Non-participants
Dates: May 1969

	VOCABULARY				WORD STUDY SKILLS			
	PRE-KINDERGARTEN PARTICIPANTS		NON-PARTICIPANTS		PRE-KINDERGARTEN PARTICIPANTS		NON-PARTICIPANTS	
Grade Placement	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent
3.5+	2	2.3	3	6.6	3	3.4	1	2.2
3.4					1	4.5	1	4.4
3.3			1	8.8				
3.2					3	7.9		
3.1	1	3.4						
3.0								
2.9	2	5.7						
2.8								
2.7	2	8.0	1	11.0	4	12.4		
2.6					1	13.5	1	6.6
2.5			2	15.4			1	8.8
2.4			1	17.6				
2.3	3	11.4	1	19.8	1	14.6	1	11.0
2.2	2	13.7	3	26.4	1	15.7		
2.1	2	16.0			1	16.8	2	15.4
2.0					3	20.2	3	22.0
1.9	4	20.5	1	28.6	2	22.5	3	28.6
1.8#	2	22.8			4	27.0		
1.7	5	28.4	1	30.8	3	30.4	2	33.0
1.6	6	35.2	5	42.0	3	33.8		
1.5	9	45.4	1	44.2	6	40.6	7	48.7
1.4	8	54.5	5	55.4	12	54.3	7	64.4
1.3	16	72.7	9	75.4	21	78.2	4	73.3
1.2	19	94.3	6	88.8	12	91.9	8	91.2
1.1	2	96.6	5	100.0	4	96.4	2	95.6
1.0	3	100.0			3	100.0	2	100.0
Number	88		45		88		45	
%iles 75th	1.7		2.2		1.8		1.9	
50th	1.4		1.4		1.4		1.4	
25th	1.2		1.2		1.3		1.2	

# Grade level at time of testing

TABLE: 7.1.10 COMPARATIVE STATUS ON TOTAL READING TEST AT THE END OF SECOND GRADE (MAY 1970) OF FALL 1969 SECOND GRADE ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Tests: Stanford Reading Test, Primary II, Form W
Grade: Second
Total: 70 Participants and 31 Non-Participants
Dates: May 1970

	PREKINDERGARTEN PARTICIPANTS			NON-PARTICIPANTS		
Total Read. G.P.	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.1	5	7.1	7.1	2	6.5	6.5
3.0						
2.9	2	2.9	10.0	1	3.2	9.7
2.8#	1	1.4	11.4	2	6.5	16.2
2.7	3	4.3	15.7	2	6.5	22.7
2.6	2	2.9	18.6			
2.5	4	5.7	24.3	2	6.5	29.2
2.4						
2.3	2	2.9	27.2			
2.2	4	5.7	32.9	1	3.2	32.4
2.1	4	5.7	38.6	1	3.2	35.6
2.0	3	4.3	42.9	2	6.5	42.1
1.9	10	14.3	57.2	1	3.2	45.3
1.8	8	11.4	68.6	7	22.5	67.8
1.7	10	14.3	82.9	7	22.5	90.3
1.6	5	7.1	90.0	2	6.5	96.8
1.5	5	7.1	97.1	1	3.2	100.0
1.4	2	2.9	100.0			

	Participants	Non-Participants
Number	70	31
%iles 75th	2.3	2.5
50th	1.9	1.8
25th	1.7	1.7

#Grade level at time of testing

TABLE: 7.1.11 COMPARATIVE STATUS ON TOTAL READING TEST AT END OF SECOND GRADE (MAY 1969) OF FALL 1969 THIRD GRADE ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Tests:	Stanford Reading Test, Primary I, Form W	Stanford Reading Test, Primary II, Form W
Grade:	First	Second
Total:	108 Participants, 130 Non-Part.	108 Participants, 130 Non-Part.
Dates:	May 1968	May 1969

	PRE-KINDERGARTEN PARTICIPANTS		NON-PARTICIPANTS		PRE-KINDERGARTEN PARTICIPANTS		NON-PARTICIPANTS	
Total Read. G.P.	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent
3.4					5	4.6	3	2.3
3.3					1	5.5	1	3.1
3.2							2	4.6
3.1					1	6.4		
3.0			1	.8	3	9.2	2	6.1
2.9					1	10.1	4	9.2
2.8					6	15.7	1	10.0
2.7					4	19.4	3	12.3
2.6	1	.9	1	1.6	4	23.1	5	16.1
2.5			1	2.4	7	29.6	3	18.4
2.4			1	3.2	4	33.3	1	19.2
2.3	3	3.7	1	4.0	6	38.9	3	21.5
2.2	2	5.5	1	4.8	2	40.7	4	24.6
2.1	1	6.4			7	47.2	6	29.2
2.0			3	7.1	5	51.8	10	36.9
1.9	7	12.9	2	8.6	8	59.2	13	46.9
1.8#	6	18.5	3	10.9	14	72.2	26	66.9
1.7	10	27.8	9	17.8	13	84.3	20	82.3
1.6	22	48.2	26	37.8	7	90.8	11	90.8
1.5	18	64.9	21	53.9	4	94.5	5	94.6
1.4	16	79.7	25	73.1	4	98.2	6	99.2
1.3	10	89.0	9	80.0	2	100.0	1	100.0
1.2	8	96.4	12	89.2				
1.1	2	98.2	8	95.4				
1.0	2	100.0	6	100.0				
Number	108		130		108		130	
%iles								
75th	1.7		1.6		2.5		2.1	
50th	1.5		1.5		2.0		1.8	
25th	1.4		1.3		1.7		1.7	

# Grade Level at Time of Testing

283

TABLE: 7.1.12 COMPARISON OF STATUS ON TOTAL READING AT END OF GRADE TWO (MAY 1969) FOR FALL 1969 THIRD GRADE PUPILS:

BETWEEN ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN BILINGUAL AND UNILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W
Grade: Second
Total: 99 Participants and 135 Non-participants
Dates: May 1969

TOTAL READING SCORES OF ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS

Total Read. G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.0+	5	9.6	9.6	4	8.5	8.5	9	9.1	9.1
2.9				1	2.1	10.6	1	1.1	10.2
2.8#	1	1.9	11.5	3	6.4	17.0	4	4.1	14.3
2.7	1	1.9	13.4	5	10.6	27.6	6	6.1	20.4
2.6				3	6.4	34.0	3	3.1	23.5
2.5	5	9.6	23.0	3	6.4	40.4	8	8.1	31.6
2.4	3	5.8	28.8	1	2.1	42.5	4	4.1	35.7
2.3	2	3.8	32.6	4	8.5	51.0	6	6.1	41.8
2.2	1	1.9	34.5	1	2.1	53.1	2	2.1	43.9
2.1	4	7.7	42.2	3	6.4	59.5	7	7.1	51.0
2.0	3	5.8	48.0	2	4.3	63.8	5	5.1	56.1
1.9	3	5.8	53.8	5	10.6	74.4	8	8.1	64.2
1.8	4	7.7	61.5	6	12.8	87.2	10	10.1	74.3
1.7	10	19.3	80.8	3	6.4	93.6	13	13.1	87.4
1.6	5	9.3	90.4	1	2.1	95.7	6	6.1	93.5
1.5	3	5.8	96.2				3	3.1	96.6
1.4-	2	3.8	100.0	2	4.3	100.0	4	4.1	100.7
Number	52			47			99		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.4	1.9	1.7	2.7	2.3	1.8	2.5	2.1	1.7

TOTAL READING SCORES OF NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN

3.0+	4	3.4	.34	4	23.5	23.5	8	5.9	5.9
2.9	2	1.7	5.1	2	11.8	35.3	4	3.0	8.9
2.8#	1	.8	5.9				1	.7	9.6
2.7	1	.8	6.7	2	11.8	47.1	3	2.2	11.8
2.6	3	2.5	9.2	1	5.9	53.0	4	3.0	14.8
2.5	4	3.4	12.6				4	3.0	17.8
2.4	2	1.7	14.3	1	5.9	58.9	3	2.2	20.0
2.3	2	1.7	16.0				2	1.5	21.5
2.2	3	2.5	18.5				3	2.2	23.7
2.1	8	6.8	25.3	1	5.9	64.8	9	6.7	30.4
2.0	10	8.5	33.8	1	5.9	70.7	11	8.1	38.5
1.9	12	10.2	44.0				12	8.9	47.4
1.8	24	20.4	64.4	1	5.9	76.6	25	18.6	66.0
1.7	17	14.4	78.8	3	17.5	94.1	20	14.8	80.8
1.6	11	9.3	88.1				11	8.1	88.9
1.5	6	5.1	93.2				6	4.4	93.3
1.4-	8	6.8	100.0	1	5.9	100.0	9	6.7	100.0
Number	118			17			135		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.1	1.8	1.7	2.8	2.6	1.7	2.1	1.8	1.7

#Grade Level at Time of Testing

TABLE: 7.1.13 COMPARISON OF STATUS ON WORD STUDY SKILLS AT END OF GRADE TWO (MAY 1969) FOR FALL 1969 TITLE I THIRD GRADE PUPILS:

BETWEEN PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN BILINGUAL AND UNILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W
Grade: Second
Total: 96 Participants and 128 Non-participants
Dates: May 1969

WORD STUDY SKILLS OF ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS

Total WSS G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.0+	6	12.0	12.0	10	21.7	21.7	16	16.7	16.7
2.9				2	4.3	26.0	2	2.1	18.8
2.8#				1	2.2	28.2	1	1.0	19.8
2.7									
2.6				1	2.2	30.4	1	1.0	20.8
2.5				2	4.3	34.7	2	2.1	22.9
2.4	2	4.0	16.0	4	8.8	43.5	6	6.3	29.2
2.3	3	6.0	22.0	2	4.3	47.8	5	5.2	34.4
2.2				1	2.2	50.0	1	1.0	35.4
2.1	4	8.0	30.0	5	10.9	60.9	9	9.4	44.8
2.0	5	10.0	40.0	3	6.5	67.4	8	8.3	53.1
1.9	4	8.0	48.0	3	6.5	73.9	7	7.3	60.4
1.8	5	10.0	58.0				5	5.2	65.6
1.7	4	8.0	66.0	4	8.8	82.7	8	8.3	73.9
1.6	3	6.0	72.0	2	4.3	87.0	5	5.2	79.1
1.5	8	16.0	88.0	3	6.5	93.5	11	11.5	90.6
1.4-	6	12.0	100.0	3	6.5	100.0	9	9.4	100.0
Number	50			46			96		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.	1.8	1.5	2.9	2.2	1.7	2.4	2.0	1.6
WORD STUDY SKILLS OF NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN									
3.0+	6	5.4	5.4	5	31.2	31.2	11	8.6	8.6
2.9	1	.9	6.3				1	.8	9.4
2.8#	1	.9	7.2				1	.8	10.2
2.7	1	.9	8.1				1	.8	11.0
2.6	2	1.8	9.9				2	1.6	12.6
2.5	2	1.8	11.7				2	1.6	14.2
2.4	5	4.5	16.2	1	6.3	37.5	6	4.7	18.9
2.3	3	2.7	18.9				3	2.3	21.2
2.2	6	5.4	24.3	2	12.5	50.0	8	6.2	27.4
2.1	1	.9	25.2	1	6.3	56.3	2	1.6	29.0
2.0	4	3.5	28.7	4	25.0	81.3	8	6.2	35.2
1.9	7	6.2	34.9				7	5.5	40.7
1.8	4	3.5	38.4				4	3.1	43.8
1.7	16	14.3	52.7	1	6.3	87.6	17	13.3	53.1
1.6	15	13.4	66.1				15	11.7	68.8
1.5	14	12.5	78.6				14	10.9	79.3
1.4-	24	21.4	100.0	2	12.5	100.1	26	20.3	100.0
Number	112			16			128		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.1	1.7	1.5	3.0	2.2	2.0	2.2	1.7	1.5

Word Study Skills scores were unavailable for 3 participants and 7 non-participants
# Grade Level at Time of Testing

TABLE: 7.1.14 COMPARISON OF STATUS IN TOTAL READING AT END OF THIRD GRADE (MAY 1970) FOR FALL 1969 THIRD GRADE PUPILS: BETWEEN ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN BILINGUAL AND UNILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X
Grade: Three
Total: 79 Participants and 92 Non-participants
Dates: May 1970

TOTAL READING SCORES OF ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS

Total Read. G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.6	4	10.3	10.3	10	25.0	25.0	14	17.7	17.7
3.5	1	2.6	12.9	2	5.0	30.0	3	3.8	21.5
3.4	1	2.6	15.5	4	10.0	40.0	5	6.3	27.8
3.3				1	2.5	42.5	1	1.3	29.1
3.2				3	7.5	50.0	3	3.8	32.9
3.1	2	5.1	20.6	2	5.0	55.0	4	5.1	38.0
3.0	1	2.6	23.2	2	5.0	60.0	3	3.8	41.8
2.9	1	2.6	25.8	4	10.0	70.0	5	6.3	48.1
2.8	1	2.6	28.4	3	7.5	77.5	4	5.1	53.2
2.7									
2.6	4	10.3	38.7	2	5.0	82.5	6	7.6	60.8
2.5	2	5.1	43.8	2	5.0	87.5	4	5.1	65.9
2.4									
2.3	2	5.1	48.9	2	5.0	92.5	4	5.1	71.0
2.2	1	2.6	51.5	1	2.5	95.0	2	2.5	73.5
2.1	1	2.6	54.1				1	1.3	74.8
2.0	1	2.6	56.7	2	5.0	100.0	3	3.8	78.6
1.9	17	43.3	100.0				17	21.4	100.0
Number	39			40			79		
%iles	75th 2.9	50th 2.2	25th 1.9	75th 3.6	50th 3.2	25th 2.8	75th 3.4	50th 2.8	25th 2.0

TOTAL READING SCORES OF NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN

3.6	3	3.9	3.9	7	43.6	43.6	10	10.9	10.9
3.5	2	2.6	6.5				2	7.2	13.1
3.4	4	5.3	11.8	1	6.3	49.9	5	5.4	18.5
3.3	1	1.3	13.1				1	1.1	19.6
3.2	1	1.3	14.4	1	6.3	56.2	2	2.2	21.8
3.1	5	6.6	21.0				5	5.4	27.2
3.0	3	3.9	24.9	1	6.3	62.5	4	4.3	31.5
2.9	3	3.9	28.8				3	3.3	34.8
2.8	3	3.9	32.7	1	6.3	68.8	4	4.3	39.1
2.7	4	5.3	38.0				4	4.3	43.4
2.6	3	3.9	41.9	3	18.6	87.4	6	6.5	49.9
2.5	3	3.9	45.8	1	6.3	93.7	4	4.3	54.2
2.4	4	5.3	51.1				4	4.3	58.5
2.3	2	2.6	53.7				2	2.2	60.7
2.2	1	1.3	55.0				1	1.1	61.8
2.1	2	2.6	57.6				2	2.2	64.0
2.0	5	6.6	64.2				5	5.4	69.4
1.9	5	6.6	70.8				5	5.4	74.8
1.8	14	18.6	89.4				14	15.3	90.1
1.7	8	10.6	100.0	1	6.3	100.0	9	9.9	100.0
Number	76			16			92		
%iles	75th 3.0	50th 2.4	25th 1.8	75th 3.6	50th 3.5	25th 2.6	75th 3.1	50th 2.6	25th 1.9

TABLE: 7.1.15 COMPARISON OF STATUS ON WORD STUDY SKILLS AT END OF THIRD GRADE (MAY 1970) FOR FALL 1969 THIRD GRADE PUPILS:
BETWEEN ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN BILINGUAL AND UNILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X
Grade: Three
Total: 76 Participants and 88 Non-participants
Dates: May 1970

WORD STUDY SKILLS OF ESEA TITLE I PRE-KINDERGARTEN PARTICIPANTS

Total WSS G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
3.6	5	13.5	13.5	12	30.8	30.8	17	22.4	22.4
3.5	1	2.7	16.2	3	7.7	38.5	4	5.3	27.7
3.4				1	2.6	41.1	1	1.3	29.0
3.3	1	2.7	18.9				1	1.3	30.3
3.2				2	5.1	46.2	2	2.6	32.9
3.1	1	2.7	21.6				1	1.3	34.2
3.0	1	2.7	24.3				1	1.3	35.5
2.9	1	2.7	27.0	3	7.7	53.9	4	5.3	40.8
2.8				2	5.1	59.0	2	2.6	43.4
2.7				2	5.1	64.1	2	2.6	46.0
2.6	1	2.7	29.7	2	5.1	69.2	3	3.9	49.9
2.5	1	2.7	32.4	2	5.1	74.3	3	3.9	53.8
2.4	3	8.1	40.5	2	5.1	79.4	5	6.6	60.4
2.3	3	8.1	48.6	1	2.6	82.0	4	5.3	65.7
2.2	1	2.7	51.3	1	2.6	84.6	2	2.6	68.3
2.1	1	2.7	54.0	1	2.6	87.2	2	2.6	70.9
2.0				2	5.1	92.3	2	2.6	73.5
1.9	4	10.8	64.8				4	5.3	78.8
1.8	1	2.7	67.5				1	1.3	80.1
1.7	1	2.7	70.2	1	2.6	94.9	2	2.6	82.7
1.6-	11	29.8	100.0	2	5.1	100.0	13	17.3	100.0
Number	37			39			76		
%iles	75th 2.9	50th 2.2	25th 1.6	75th 3.6	50th 2.9	25th 2.4	75th 3.5	50th 2.6	25th 1.9

WORD STUDY SKILLS OF NON-PARTICIPANTS IN ANY TYPE OF PRE-KINDERGARTEN

3.6	6	8.2	8.2	6	39.7	39.7	12	13.6	13.6
3.5				1	6.7	46.4	1	1.1	14.7
3.4	2	2.7	10.9				2	2.3	17.0
3.3	2	2.7	13.6				2	2.3	19.3
3.2	3	4.1	17.7				3	3.4	22.7
3.1	1	1.4	19.1	1	6.7	53.1	2	2.3	25.0
3.0	1	1.4	20.5	1	6.7	59.8	2	2.3	27.3
2.9									
2.8	4	5.5	26.0				4	4.5	31.8
2.7	2	2.7	28.7	1	6.7	66.5	3	3.4	35.2
2.6	4	5.5	34.2	1	6.7	73.2	5	5.7	40.9
2.5	4	5.5	39.7	1	6.7	79.9	5	5.7	46.6
2.4	3	4.1	43.8	1	6.7	86.6	4	4.5	51.1
2.3	1	1.4	45.2				1	1.1	52.2
2.2	2	2.7	47.9				2	2.3	54.5
2.1	1	1.4	49.3	1	6.7	93.3	2	2.3	56.8
2.0	10	13.7	63.0				10	11.4	68.2
1.9	6	8.2	71.2				6	6.8	75.0
1.8	1	1.4	72.6				1	1.1	76.1
1.7	2	2.7	75.3				2	2.3	78.4
1.6-	18	24.7	100.0	1	6.7	100.0	19	21.6	100.0
Number	73			15			88		
%iles	75th 2.8	50th 2.0	25th 1.6	75th 3.6	50th 3.1	25th 2.5	75th 3.1	50th 2.4	25th 1.9

TABLE 7.1.16

TEACHER RATINGS ON THE PREKINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR UNILINGUAL PARTICIPANTS IN TWO ESEA TITLE I PREKINDERGARTENS DURING SPRING AND SUMMER 1970

Grade: Prekindergarten

Total: 22 Pupils in Unilingual Schools

Dates: June 1970 and August 1970

	LAST THREE MONTHS June 1970		SUMMER SCHOOL August 1970	
	Good	Fair	Good	Fair
A. EMOTIONAL BEHAVIOR				
1. Control of feelings	45.4%	54.5%	68.1%	31.8%
2. Freedom of expression . . .	59.0	40.9	86.3	13.6
3. Ability to relax while resting	72.7	27.2	86.3	13.6
B. ATTITUDES				
1. Toward center	90.9	9.0	95.4	4.5
2. Toward teacher(s)	86.3	13.6	86.3	13.6
3. Toward other children . . .	77.2	22.7	77.2	22.7
4. Responsiveness to request	50.0	50.0	72.7	27.2
C. MOTOR CONTROL				
1. Muscular coordination . . .	90.9	9.0	95.4	4.5
2. Handling of equipment and materials	90.9	9.0	90.9	9.0
D. PERSONAL HYGIENE AND HABITS				
1. Personal cleanliness . . .	86.3	13.6	100.0	
2. Eating habits	90.9	9.0	90.9	9.0
3. Toilet habits	90.9	9.0	100.0	
4. Orderliness	90.9	9.0	100.0	
E. ABILITIES AND INTERESTS				
1. Oral expression of ideas (articulation) . . .	72.7	27.2	81.8	18.1
2. Visual comprehension (observation)	86.3	13.6	90.9	9.0
3. Auditory comprehension . .	81.8	18.1	86.3	13.6
4. Following directions . . .	81.8	18.1	90.9	9.0
5. Art	95.4	4.5	95.4	4.5
6. Music	90.9	9.0	95.4	4.5
7. Dramatics	95.4	4.5	95.4	4.5
F. SOCIAL MATURITY				
1. Participation in group activity	77.2	22.7	100.0	
2. Respect for rights of others	54.5	45.4	68.1	31.8

TABLE 7.1.16 (Cont'd) TEACHER RATINGS ON THE PREKINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR UNILINGUAL PARTICIPANTS IN TWO ESEA TITLE I PREKINDERGARTENS DURING SPRING AND SUMMER 1970 (con't.)

Grade: Prekindergarten
Total: 22 Pupils in Unilingual Schools
Dates: June 1970 and August 1970

	LAST THREE MONTHS June 1970		SUMMER SCHOOL August 1970	
	Good	Fair	Good	Fair
3. Leadership qualities . .	59.0	40.9	77.2	22.7
4. Knowledge of: age, address, colors, days, etc.	68.1	31.8	72.7	27.2
5. Extent of first-hand experiences	59.0	40.9	72.7	27.2

CHAPTER 8

NON-PUBLIC SCHOOLS

During 1969-70 the ESEA Title I Project provided intensive services to the ten non-public schools located in the target area.

The estimated cost of the non-public schools program was $153,694.00. Based on services to 510 pupils, the per-pupil expenditure was $301.00 for the fiscal year September 1, 1969 through August 31, 1970.

Objectives of the Project.

To improve classroom performance in reading beyond normal expectation

To improve classroom performance in other skill areas beyond usual expectation

To improve self-image

To improve and increase attention span

To improve children's verbal functioning

Participating Schools. The non-public schools program was designed to provide services to 510 pupils in ten schools selected because of their proximity to target area public schools. Pupils selected as participants for specific services were chosen by using the same criteria as were used for selection of pupils for those same services in the public schools.

Non-public schools that were selected for ESEA participation were consulted in planning the program. Meetings were held with Father Pierre DuMaine and members of his staff to discuss on-going programs and suggest programs for the 1969-70 school year.

The following chart shows the names and locations of the non-public schools, and the number of children who were accommodated.

1969-70 PARTICIPATING ESEA TITLE I NON-PUBLIC SCHOOLS

ESEA Non-public School	District Served	Pupil Openings Available
St. Agnes	Haight	51
All Hallows	Hunters Point	51
Cathedral Intermediate	Western Addition	51
St. Charles	Mission	51
St. Dominic	Western Addition	51

St. Joseph	Mission	51
Morning Star	Western Addition	51
St. Peter	Mission	51
Sacred Heart Grammar	Western Addition	51
St. Teresa	Bayview	51
N = 10		510

Number of pupils living in target area who attended non-public schools during 1969-70 was 4,875. The number of non-public pupils living in the target area who met selection criteria stood at 1,706. The number of non-public pupils who participated in the project was 510.

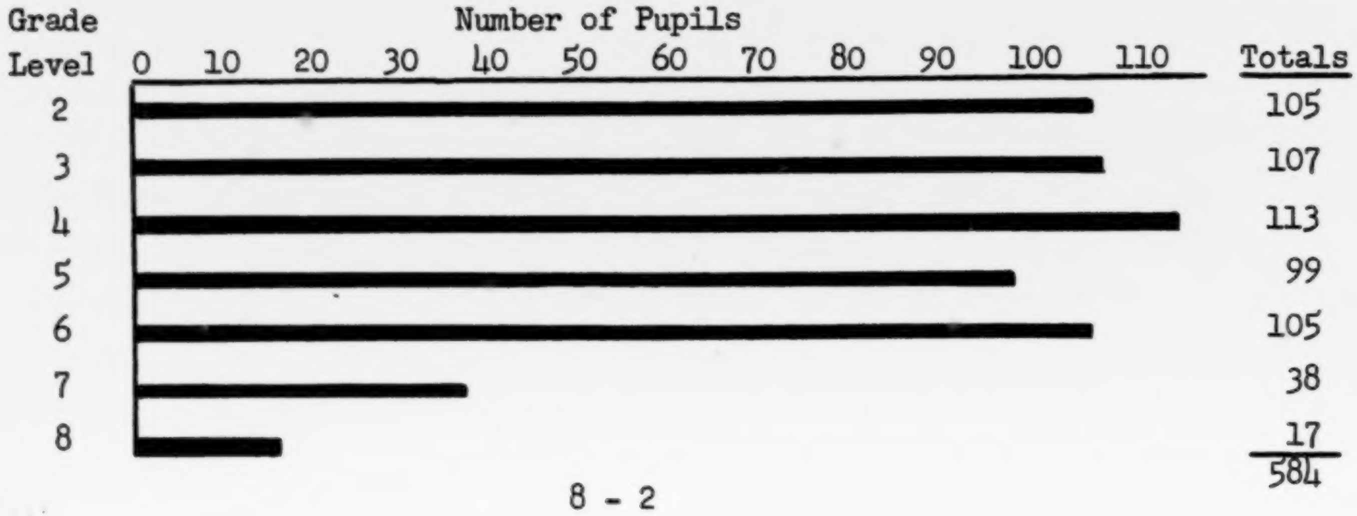
Participating Pupils. Intensive service in language arts in nine of the schools consisted of a compensatory reading teacher at each school, and enrichment activities to accompany the pupils' compensatory class experience. The tenth school had identified pupils for compensatory reading service and designated one of their faculty members to plan activities and teach reading to these pupils.

The compensatory reading teachers in the non-public schools followed a pattern that was similar to that followed by their counterparts in the public schools. Each teacher taught five groups, of approximately twelve children each, for one hour each day.

Basic teaching strategy consisted of the Language Experience approach with much attention given to remediation of individual reading difficulties of pupils. Children shared or received experiences through enrichment activities, resource teachers, multi-media equipment and materials, community resources, trade books, and the ingenuity of their teachers. From these experiences came oral language, which was channeled into effective, motivated writing and reading.

The chart below indicates the grade levels and the number of pupils participating in compensatory reading classes during Fall 1969. The number was listed at 584 in September 1969, but averaged 510 for the school year 1969-70.

PUPILS IN COMPENSATORY READING CLASSES IN TEN
NON-PUBLIC SCHOOLS, SEPTEMBER 1969



Each school implemented a program in compensatory mathematics for second through sixth grade pupils identified by the same criteria as those used in the public schools: retardation in mathematics of one year or more with evidence of ability to achieve at a higher level. The San Francisco Archdiocese initiated a new testing program in September 1969. The results of these tests, plus the additional Title I diagnostic testing, identified pupils in November 1969 for compensatory mathematics. Approximately 25 pupils per school qualified for help. Priority was given to those pupils also enrolled in the compensatory reading class. Instruction was given to these pupils in the classroom by the regular classroom teacher who devised special individualized instruction for each identified pupil. These teachers received assistance from the Title I mathematics resource teacher and from the program assistant for non-public schools in planning the program and setting up resources. Special materials were incorporated into these classrooms which made this instruction feasible.

Unique Features. Individual elementary pupil data sheets and diagnostic reading and mathematics profiles were developed and utilized for each participating pupil. The Title I program and evaluation staff cooperatively planned and developed the instruments to provide pertinent data about each participant. The instruments included:

Elementary Pupil Reading/Language Arts Diagnostic Profile
Reflected the identified pupil's reading strengths and weaknesses with indications for a prescriptive instructional program.

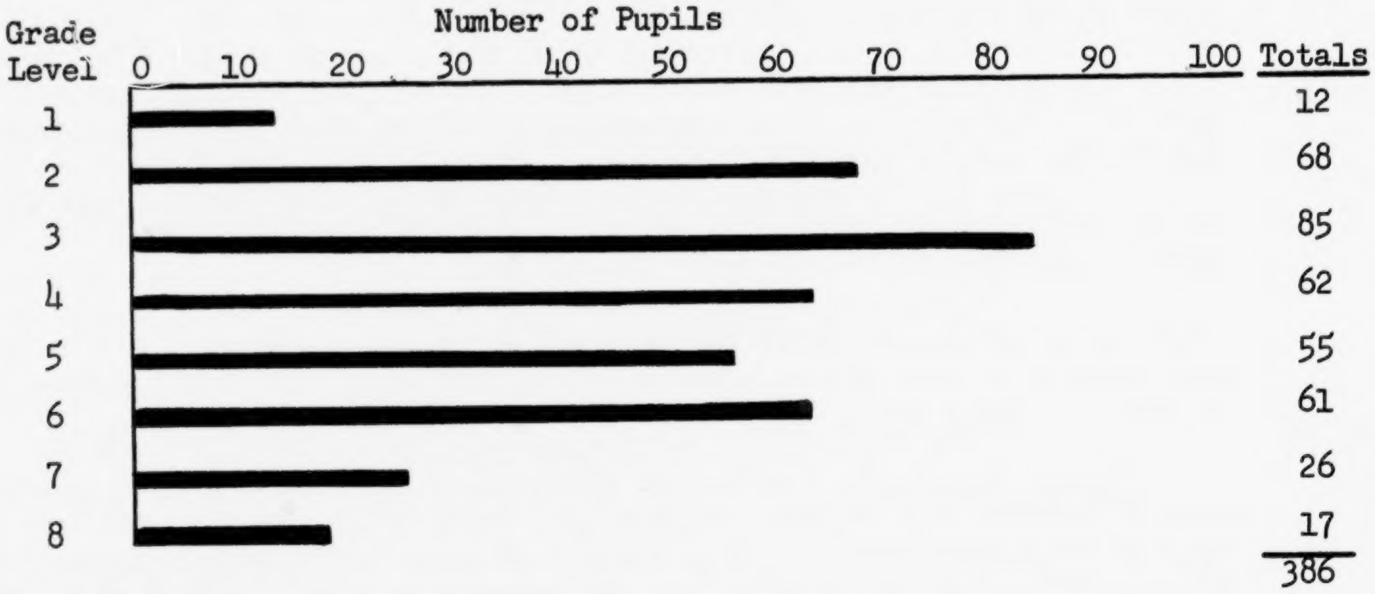
Elementary School Mathematics Diagnostic Profile
Specified the identified pupil's mathematics strengths and weaknesses with a prescriptive instructional program based upon individual need.

Elementary Pupil Data Sheet
Provided a summary of the variety and intensity of Title I services provided to each participant.

Elementary Pupil Standardized Test Data Sheet
Showed pupil achievement and served as a reference instrument for present and future compensatory teachers.

Many of the pupils in the non-public schools remain with the compensatory program for more than one year. It is anticipated that these instruments will provide **ready** information at the beginning of the school year for non-public compensatory teachers during 1970-71.

PUPILS IN COMPENSATORY MATHEMATICS CLASSES IN TEN
NON-PUBLIC SCHOOLS, SEPTEMBER 1969



Evaluation Strategy. The evaluation of the program in the non-public schools was organized as follows:

Table	
8.1	Pre-post test results of compensatory reading pupils and compensatory mathematics pupils
8.2	Teachers' anecdotal comments on two participants in the reading/language component, selected at random
8.3	Summary of in-service activities conducted for administrators, compensatory teachers and classroom teachers
8.4	Record of field trip destinations, dates, purposes, and results
8.5	Report to Advisory Committee

8.1 READING AND MATHEMATICS TEST RESULTS

Medians and quartiles on the Stanford Reading Test are reported in Summary Table I-N, while the Gilmore Oral Reading Test results are summarized in Table 8.6.1 at the end of this chapter.

The following results, by grade level, were noted on the reading test scores of pupils who had participated in ESEA Title I reading and language classes in ten non-public schools. Results of word meaning and paragraph meaning tests are summarized.

Table
Summary
Table
I-N

Item	Summary Observations: Stanford Reading Test
1	Second Grade (N=107). Median growth in word meaning was +0.2 of a year, from 1.7 to 1.9 grade placement score. Paragraph meaning median growth was +0.3 of a year, from grade placement score of 1.6 to 1.9.
2	Third Grade (N=106 and 103). Median growth for word meaning was +0.7 of a year, from 2.1 to 2.8 grade placement. Median growth in paragraph meaning was +0.7 of a year, from 2.0 to 2.7 grade placement.
3	Fourth Grade (N=110 and 101). Median word meaning growth was +0.6 of a year, from 2.9 to 3.5 grade placement. Median paragraph meaning growth was +0.5 of a year, from 2.9 to 3.4 grade placement.
4	Fifth Grade (N=98 and 92). Median word meaning growth was +0.5 of a year, from 3.6 to 4.1 grade placement. Median paragraph meaning growth was +0.5 of a year, from 3.4 to 3.9 grade placement.
5	Sixth Grade (N=106 and 99). Median word meaning growth was +0.4 of a year, from 4.2 to 4.6 grade placement. Paragraph meaning growth was +0.1 of a year, from 4.3 to 4.4 grade placement.
6	Seventh Grade (N=38 and 32). Word meaning median growth was +0.7 of a year, from 5.7 to 6.4 grade placement. Paragraph meaning growth was +0.3 of a year, from 5.3 to 5.6 grade placement.
7	Eight Grade (N=17). Median word meaning showed no growth between pre- and post-testing, and remained at 6.9 grade placement. Median paragraph meaning growth was +0.4 of a year, from 6.5 to 6.9 grade placement.

SUMMARY
TABLE I-N

PRE-TEST (OCTOBER 1969) AND POST-TEST (MAY 1970) MEDIANS AND QUARTILES ON STANFORD READING TEST FOR ESEA TITLE I PARTICIPANTS IN TEN NON-PUBLIC SCHOOLS

TEST SECTIONS: WORD MEANING AND PARAGRAPH MEANING

				WORD MEANING				PARAGRAPH MEANING		
Pre-Test Grade	Post-Test Grade	Level and Form	Number	75th %ile	50th %ile	25th %ile	Number	75th %ile	50th %ile	25th %ile
2(2.2)		Pr I-W	107	1.8	1.7	1.4	107	1.6	1.6	1.5
	2(2.8)	Pr I-X	107	2.4	1.9	1.7	107	2.4	1.9	1.6
Differences				+0.6	+0.2	+0.3		+0.8	+0.3	+0.1
3(3.2)		PrII-Y	106	2.6	2.1	1.8	106	2.4	2.0	1.7
	3(3.8)	PrII-X	103	3.3	2.8	2.5	106	3.1	2.7	2.2
Differences				+0.7	+0.7	+0.7		+0.7	+0.7	+0.5
4(4.2)		PrII-W	110	3.3	2.9	2.3	110	3.1	2.9	2.2
	4(4.8)	In I-X	101	4.1	3.5	3.1	101	4.1	3.4	2.9
Differences				+0.8	+0.6	+0.8		+1.0	+0.5	+0.7
5(5.2)		In I-W	98	3.9	3.6	3.2	98	3.8	3.4	2.8
	5(5.8)	In I-X	92	4.7	4.1	3.5	92	4.6	3.9	3.1
Differences				+0.8	+0.5	+0.3		+0.8	+0.5	+0.3
6(6.2)		InII-Y	106	5.1	4.2	3.6	106	4.9	4.3	3.9
	6(6.8)	InII-X	99	5.6	4.6	3.8	99	5.2	4.4	3.8
Differences				+0.5	+0.4	+0.2		+0.3	+0.1	-0.1
7(7.2)		InII-Y	38	6.6	5.7	4.7	38	5.9	5.3	4.6
	7(7.8)	InII-X	32	7.1	6.4	5.7	32	6.9	5.6	4.7
Differences				+0.5	+0.7	+1.0		+1.0	+0.3	+0.1
8(8.2)		InII-Y	17	7.2	6.9	5.7	17	7.1	6.5	5.5
	8(8.8)	InII-X	17	7.6	6.9	5.9	17	8.2	6.9	5.4
Differences				+0.4	0.0	+0.2		+1.1	+0.4	-0.1
TOTALS										
Pre-test-No. of Partic. 582										
Post-test-No. of Partic. 551										
Mean Differences				+0.6	+0.4	+0.5		+0.8	+0.4	+0.2

Elapsed Time .6 of a year

Medians and quartiles on the mathematics tests of the Science Research Associates Achievement Series are reported on Summary Table II-N. Detailed results for each grade level are reported in Tables 8.6.2 through 8.6.7 in the appendix at the end of this chapter.

Summary Observations: Science Research Associates Tests in Mathematics

Summary Table	Item	
II-N	1	Second Grade (N=43) total arithmetic median growth was +0.7 of a year, from grade placement score of 1.5 to 2.2 years.
	2	Third Grade (N=44) total arithmetic median growth was +0.9 of a year, from grade placement score of 2.2 to 3.1 years.
	3	Fourth grade (N=35) total arithmetic median growth was +0.9 of a year, from grade placement score of 2.8 to 3.7 years.
	4	Fifth Grade (N=42) total arithmetic median growth was +0.7 of a year, from grade placement score of 3.8 to 4.5 years.
	5	Sixth Grade (N=50) total arithmetic median growth was +0.8 of a year, from grade placement score of 4.1 to 4.9 years.
	6	Seventh and Eight Grades (N=21) total arithmetic median growth was +0.2 of a year from grade placement of 5.8 to 6.0 years.
	7	Mean gains for all mathematics participants in grades two through eight (N=235) showed +0.8 at the 75th percentile, +0.7 at the median, and +0.7 at the 25th percentile.

Summary Observations: Mathematics Diagnostic Test Level B - Second Grade

Raw scores and detailed item analysis results on the Mathematics Diagnostic Tests, Levels B and C, are reported for Grades Two and Three in Tables 8.6.8 through 8.6.11 in the appendix to this chapter.

Table	Item	
8.6.8	1	Upper quartile pupils (N=66) in the second grade showd an improvement in raw scores from 23 to 30.
	2	Median raw score for second grade mathematics participants rose from 19 to 26.
	3	Lower quartile raw scores for the same group went from 16 to 22.

Summary Observations - Item Analysis - Level B

8.6.9	1	Item analysis for second grade pupils (N=66) indicated percentage improvements which ranged from no change to gains of 57.6 per cent.
	2	Largest percentage gains were evidenced in number lines (57.6%) place value (53.0%), computation (45.4%), and number sequences (37.9%).

Summary Observations - Mathematatics Diagnostic Test
Level C - Third Grade

Table	Item	
8.6.10	1	**Upper quartile** pupils (N=44) in the third grade evidenced raw score improvements from 20 to 24.
	2	**Median** raw score gains for third grade mathematics participants rose from 17 to 21.
	3	**Lower quartile** raw scores for the same group went from 15 to 19.

Summary Observations - Item Analysis - Level C

	Item	
8.6.11	1	**Item analysis** for third grade pupils' (N=44) scores indicated percentage changes which ranged from a loss of 4.6 per cent to gains of 68.1 per cent.
	2	**Largest percentage gains** were evidenced in problem solving (75.0%), computational skills (68.1%), number line (64.4%), and number sequences (47.7%).

SUMMARY
TABLE II-N

PRE-TEST (SEPTEMBER 1969) AND POST-TEST (MAY 1970) MEDIANS AND QUARTILES ON SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT SERIES -- ARITHMETIC FOR ESEA TITLE I PARTICIPANTS IN TEN NON-PUBLIC SCHOOLS

TOTAL ARITHMETIC

Pre-Test Grade	Post-Test Grade	Level and Form	Number	75th %ile	50th %ile	25th %ile
2(2.1)		1-2,C	43	1.9	1.5	1.3
	2(2.8)	1-2,C	43	2.8	2.2	1.9
Difference				+0.9	+0.7	+0.6
3(3.1)		2-4,C	44	2.6	2.2	1.6
	3(3.8)	2-4,C	44	3.4	3.1	2.6
Difference				+0.8	+0.9	+1.0
4(4.1)		2-4,C	35	3.5	2.8	2.4
	4(4.8)	2-4,C	35	4.6	3.7	3.3
Difference				+1.1	+0.9	+0.9
5(5.1)		*M.L.,C	42	4.3	3.8	3.3
	5(5.8)	*M.L.,C	42	5.0	4.5	4.1
Difference				+0.7	+0.7	+0.8
6(6.1)		*M.L.,C	50	4.5	4.1	3.8
	6(6.8)	*M.L.,C	50	5.6	4.9	4.4
Difference				+1.1	+0.8	+0.6
7&8(7.1&8.1)			21	6.6	5.8	5.1
	& 7(7.8) 8(8.8)	*M.L.,C *M.L.,C	21	6.8	6.0	5.4
Difference				+0.2	+0.2	+0.3

TOTALS

Pre-test-No. of Participants	235			
Post-test-No. of Participants	235			
Mean Differences		+0.8	+0.7	+0.7

*Multi-Level

Elapsed Time - .7 of a year

8.2 ANECDOTAL COMMENTS BY TEACHERS

Reading/Language - Diagnosis and Remediation

Pupil "A" (Table 8.2.1)

> "In September 1969, the Gilmore Oral Reading Test showed grade equivalency of 4.1 years in accuracy and 5.4 years in comprehension. Pupil showed difficulty with word recognition, hesitations, and substitutions.
>
> "Made effort to build sight vocabulary and developed ability to use context clues. Continued work on better knowledge of consonant sounds, vowel sounds, and sound blends.
>
> "In June 1970, the Gilmore Oral Reading Test (post-test) showed accuracy at 8.2 years, a gain of 4.1 years, and comprehension at 9.7 years, a gain of 4.3 years."

Pupil "B" (Table 8.2.2)

> "Pre-test Gilmore Oral Reading Test indicated grade equivalencies of 4.6 years in accuracy and 5.8 years in comprehension. Difficulties evidenced on the pre-test included word recognition, mispronunciation, hesitations, and substitutions.
>
> "Worked on recognition of consonant sounds, vowel sounds, blending letter sounds. Drilled to master beginning consonant substitutions and used easy material to help pupil make use of context clues. Developed ability to recognize how many syllables in a word, and familiarity with the letter sequences.
>
> "In June 1970, the Gilmore Oral Reading Test showed that accuracy was at 6.2 years, a gain of 1.6 years, and comprehension was at 9.5 years, a gain of 3.7 years."

Conclusions. The two randomly selected pupils indicated favorable growth in reading similar to that of the other reading participants enrolled in Grades Two through Eight.

Comments taken from the Elementary Pupil Reading/Language Arts Diagnostic Profile provided valuable information on pupils' strengths and weaknesses, with indications made for prescriptive instruction. The pupils' Reading Record-Gilmore Oral Reading Test (Tables 8.2.1 and 8.2.2) indicated paragraph reading scores in accuracy and comprehension.

Gains of all the reading participants in word meaning and paragraph meaning on the Stanford Reading Test ranged from several tenths of a year to 1.1 years' growth. Gilmore Oral Reading Test results generally indicated greater growth than did the Stanford Reading Test scores.

8.3 IN-SERVICE FOR COMPENSATORY TEACHERS IN NON-PUBLIC SCHOOLS

Teachers in the non-public schools had many in-service activities planned for them by ESEA and the Archdiocese of San Francisco. Extra days for in-service activities were available, since the non-public schools closed on religious holidays, and since their Easter vacation schedule differed from that of the public schools.

A series of in-service workshops was given from October through December 1969. These workshops covered a number of topics of concern to teachers especially at Grades Six, Seven and Eight. The activities were planned for different days of the week, Monday through Thursday, so that many teachers and administrators took advantage of the sessions. Participants applied the information presented to their own classroom situations.

Selected in-service topics which were presented are listed below:

Dates	Topics of In-service Sessions
October 22, 1969	Classroom Diagnosis of Reading Difficulties
October 29, 1969	Teaching Word Attack Skills
November 6, 1969	Working with Comprehension Skills
November 10, 1969	Multi-media Library
November 20, 1969	Reading in the Social Studies
December 1, 1969	Language Experience Approach
December 9, 1969	Grouping, Individual Work, and the Teaching of Skills
January 30, 1970	Individual In-service. This included: Articulation meetings among compensatory reading teachers Visits to the Creative Learning Environment Center of the SFUSD, to an Art museum to explore student services, to college curriculum centers, and to the ESEA Title III Science Resources Center Visits to observe Title I programs in public schools Conferences with members of the evaluation unit and/or resource staff Home visits

Dates	Topics of In-service Sessions(cont'd)
February 14-15, 1970	In-service institute for elementary teachers (Grades K-6) in parochial schools conducted by the Archdiocese. Section meetings and general meetings took place from 9:30 a.m. to 3:45 p.m. for the two days
February 6, 1970	Plans for Using Educational Television in the Inner City
February 18, 1970	Using Macmillan Materials with the Inner City Student
March 5, 1970	Continuous Progress in the Teaching of Mathematics
April 8, 15, 22 and 29, 1970	Four Meetings, which included: Individualizing the Reading Program New Ways in Composition
May 4-15, 1970	Sixth grades of each school visited Cathedral Intermediate School. Each class visited on a different day and was accompanied by the sixth grade teacher Presentations of information about cultural studies program by each elementary school Presentations of multi-cultural program by Cathedral pupils
June, 1970	Meeting for the assessment of in-service and curriculum development by school faculties and principals

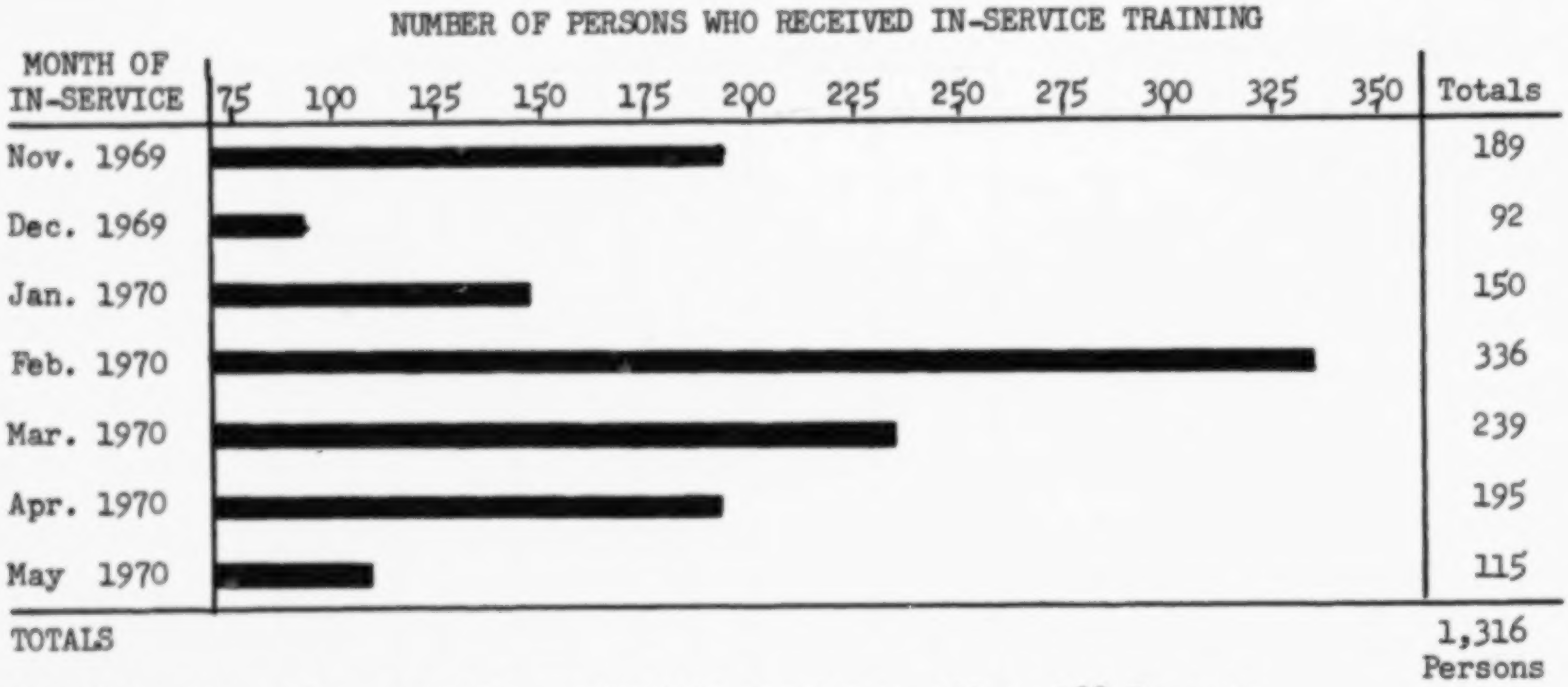
Tables 8.3.1, 8.3.2, and 8.3.3 present a detailed summary of the types of in-service activities, their emphases and goals, the numbers of teachers and administrators who received in-service training, and the numbers of hours of in-service training that were provided from November 1969, through May 1970.

TABLE: 8.3.1 SUMMARY OF IN-SERVICE ACTIVITIES* IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS FROM NOVEMBER 1969 THROUGH MAY 1970

IN-SERVICE ACTIVITIES, EMPHASES, AND GOALS	Months and Number of Activities							
	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	TOTAL
TYPE OF ACTIVITY								
Distribution of Materials	4	1	7	3	1	1	3	20
Demonstration			1		5	7	2	15
Meeting	15	6	11	12	14	12	9	79
Teacher Conference	1	14	30	21	5	13	11	95
Committee Work	2				2	2	2	8
Visitation Arrangement	1		1	1	1	1	1	6
Brain-storming	3			1	5	5		14
EMPHASIS								
Reading/Language Arts	11	14	25	26	16	16	7	115
Mathematics	10	7	13	12	6	8	7	63
Multi-Media/Audio Visual	1	1	6	2	4	5	2	21
Community Culture	5	3	10	7	7	4	4	42
Program Direction	5							5
Administration & Budget	2							2
GOALS OF IN-SERVICE								
Skill-building	6	9	13	10	5	7	1	51
Curriculum Development	9	7	19	13	11	11	8	78
Exchange of Information	11	4	11	7	6	6	2	47
Planning				13	9	15	12	49
Total Program Design	1							1
Reporting/Evaluation	5	6	12					23

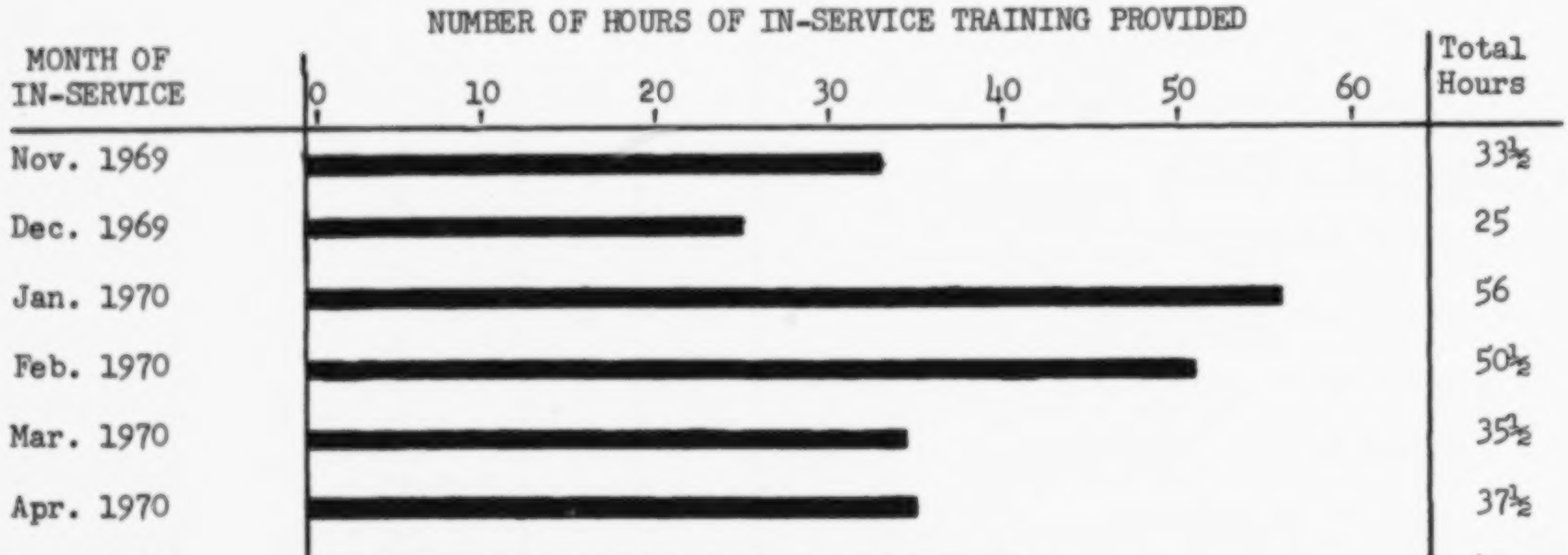
*Inservice denoted efforts to promote professional growth and development of educational personnel. It did not include time spent giving direct service to pupils, unless the classroom teacher was involved.

TABLE: 8.3.2 PRINCIPALS AND TEACHERS WHO RECEIVED IN-SERVICE TRAINING FROM NOVEMBER 1969 THROUGH MAY 1970 IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS



AVERAGE number of persons who received in-service monthly = 188 Persons

TABLE: 8.3.3 HOURS OF IN-SERVICE TRAINING RECEIVED BY PRINCIPALS AND TEACHERS FROM NOVEMBER 1969 THROUGH MAY 1970 IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS



AVERAGE number of hours of in-service training provided = 40 Hours

8.4 FIELD TRIPS

TABLE: 8.4.1 SELECTED FIELD TRIPS AND BUS EXCURSIONS FOR GRADES ONE THROUGH SIX

GRADE LEVEL AND DESTINATION	PURPOSES OF FIELD TRIPS AND EXCURSIONS
Grade 1 San Francisco Children's Zoo	Children had the opportunity to see and play with various animals.
Grade 2 Junior Museum	Pupils had become interested in bats and owls around Hallowe'en. There were articles about these two animals in their magazines. This trip showed the children owls, bats, and other small animals that they had read about.
Grade 3 Japanese Tea Garden and the Brundage Art Collection	Trip was taken at the culmination of a unit on Japan. Before taking the trip, the class had many opportunities to view Japanese art at the Japanese Cultural Center. Several walks were taken to this center as it is only a few blocks from our school.
Grade 6 Fisherman's Wharf, Aquatic Park, and the San Francisco Bay Cruise	Interest in the various industries of a seaport city that make it different from an inland city grew out of the study of Juneau, Alaska. Because of this interest, the trip to see old vessels at Aquatic Part, Fisherman's Wharf, and the Maritime Museum was taken. The Bay cruise was also related to study of a seaport.
Average number of pupils per trip	-- 14
Average number of hours per trip	-- 5
Average number of parents or volunteer aides who accompanied each trip	-- 8
Average number of field trips that each teacher took	-- 8
An average of twice as many field trips were taken at Grades 5 and 6 as at Grades 3 and 4.	

TABLE: 8.4.1
(Continued)

EFFECTS OF FIELD TRIPS AND EXCURSIONS
Children enjoyed recalling many nursery rhymes and Mother Goose rhymes. Highlight of the trip was the opportunity for each child to hold little yellow chicks.
There were many owls and other animals. Many of the children had never been to the Junior Museum before. They looked at animals like the Coati-mundi, Oppossum, and Raccoons.
The children were interested in the shape of the roof of the pagoda and also in the number of floors. They were interested in tasting the tea and comparing it to the tea that had been prepared in the classroom by a Japanese student from San Francisco State College. The pupils also compared it with green tea that they had made when they prepared and served a Japanese luncheon.
The children thoroughly enjoyed the trip, especially the boat cruise. Several children had not taken the cruise before. The pupils had done some research on the four islands in San Francisco Bay and were excited when they recognized them.

Comments from Teachers About the Values of Field Trips That Their Classes Took

"Cooperative story was made of the trip, which was a beautiful TV roller-type story of which they were proud. Frequently at free time I noticed a pupil turning the roller and re-reading the story and taking the field trip all over again."

"We had read that owls could not turn their eyes, that they had to turn their entire heads. They watched an owl several minutes before he finally did just that. The class went wild! 'Look, he did it!' they yelled. The pupils' stories and pictures about this experience showed how meaningful the trip was for them."

"They enjoyed the moon bridge. One girl said, 'If Japan looks as beautiful as the Japanese Tea Garden, I would like to visit the country some day.'"

"The children really looked for Indians when the boat went around Alcatraz. Some of the pupils said that they saw a teepee on the island. They were anxious to see if there were any goats left on Yerba Buena Island."

8.5 ADVISORY COMMITTEE

Report to Advisory Committee of Results of Questionnaire Concerning Evaluation and Planning. During March 1970, the principals and teaching staffs of the ten ESEA Title I non-public schools met and set their priorities for the compensatory program for 1970-71.

All members of the Advisory Committee -- Non-Public Schools received copies of a questionnaire/check list completed by principals and teachers which established priority items (1st, 2nd, and 3rd choices) for each of the schools. Responses concerning priorities, some of which were items ordinarily provided by the Archdiocese of San Francisco, were as follows:

PRIORITY ITEMS	PER CENT OF SCHOOLS THAT REQUESTED PRIORITY ITEMS AS 1, 2, 3
Compensatory reading teacher	80 %
Aides to assist with the reading program	50 %
Compensatory mathematics teacher	10 %
Aides to assist with the mathematics program	10 %
Psychologist	60 %
Social worker	30 %
Instructional materials	40 %
Enrichment experiences	20 %
Substitute time to allow for in-service education	0 %
Other: library aide	10 %

In order to evaluate the services of the program assistant for the non-public schools and the services of the resource teacher, the following questions were also asked:

Should the services of the program assistant for the non-public schools be continued? Yes 100% No 0%

What were the most valuable services of the program assistant for the non-public schools?

Replies from Principals and Teachers

"Her organization for speakers, materials and being available for any needed help or advice was most valuable."

"She kept us advised about services being received, organized speakers and materials for teachers and principals. Helped give advice when needed and was always available. She helped in so many ways it is impossible to tell what service was most helpful."

"She visited the school several times, became acquainted with our school program, provided advice, some materials, and good contact with ESEA."

"Central source of consultation and resource who is alert, interested, and available. She planned and carried out in-service for the teachers."

"Very informative on ESEA materials and benefits. She served as liaison between the ESEA Title I schools and was informative on curriculum development."

"Her knowledge and understanding of the intracacies of federal funding and also the unique working of each Title I school enabled her to give invaluable advice to principals and to channel appropriate materials to each school."

In order to evaluate the services of the resource teacher for the non-public schools, the following questions were asked:

Should the services of the resource teacher for the non-public schools be continued? Yes 70% No reply or undecided 30%

What were the most valuable services of the resource teacher for the non-public schools?

Replies from Principals and Teachers

"Our present teacher is splendid -- has control over groups, motivates interest, is a good organizer in the use of materials for other schools also."

"She picked up and delivered resource materials and planned for field trips."

"She kept the teachers informed on the latest publications and methods of teaching."

Advisory Committee Recommendations for 1970-71. The ESEA program in the non-public schools was successful in its compensatory efforts during 1969-70. In order to further improve its operation, and as a result of progress made this year, the Advisory Committee and the project assistant for non-public schools finalized revisions in school staffing patterns for the 1970-71 school year as follows:

> Maintain the present system of compensatory reading at: St. Charles, St. Dominic, St. Peter, St. Teresa, Sacred Heart, and Cathedral Schools. Mathematics paraprofessionals to be assigned to these schools.
>
> Fund a compensatory mathematics teacher at All Hallows School and assign reading paraprofessionals to assist the classroom reading teachers.
>
> Plan for compensatory teachers to teach both mathematics and reading at St. Joseph and Morning Star Schools. No paraprofessionals to be assigned to these schools.

APPENDIX TO CHAPTER 8

TABLE: 8.6.1 SUMMARY OF PRE-TEST AND POST-TEST READING DATA IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS

Tests: Gilmore Oral Reading Test
Dates: September 1969 and June 1970
Grades: 2 - 6
Total: 423 Participants

	ACCURACY				COMPREHENSION			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
Grade Level	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent
9.6-9.8+	4	.9	16	3.8	8	1.9	18	4.3
9.1-9.5	1	1.1	4	4.7	2	2.4	12	7.2
8.6-9.0	5	2.3	10	7.1	5	3.6	8	9.1
8.1-8.5	2	2.8	3	7.8	2	4.1	11	11.7
7.6-8.0	2	3.3	8	9.7	4	5.0	21	16.7
7.1-7.5	4	4.2	9	11.8	22	10.2	33	24.5
6.6-7.0	7	5.9	7	13.5	12	13.1	8	26.4
6.1-6.5	12	8.8	14	16.8	9	15.2	10	28.8
5.6-6.0	5	10.0	12	19.6	9	17.3	27	35.2
5.1-5.5	5	11.2	34	27.6	39	26.5	51	47.3
4.6-5.0	21	16.2	35	35.9	27	32.9	10	49.7
4.1-4.5	30	23.3	56	49.2	29	39.8	49	61.2
3.6-4.0	31	30.6	33	57.0	18	44.1	47	72.2
3.1-3.5	35	38.9	53	69.5	55	57.1	30	79.3
2.6-3.0	73	56.1	42	74.4	39	66.3	31	86.6
2.1-2.5	43	66.3	26	85.6	31	73.6	14	89.9
1.6-2.0	59	80.2	24	91.3	27	80.0	25	95.7
1.1-1.5	48	91.5	32	98.8	27	86.4	6	97.1
0.6-1.0	36	100.0	5	100.0	58	100.0	12	100.0
0.0-0.5								
Number	423		423		423		423	
%iles								
75th	3.8		5.3		5.3		6.8	
50th	2.8		3.8		3.3		4.3	
25th	1.8		2.8		1.8		3.3	

TABLE: 8.6.2 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR GRADE TWO PUPILS IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS

Tests: Science Research Associates Achievement Series, Arithmetic 1-2, Form C
Dates: September 1969 and May 1970
Grade: Two
Total: 43 Pupils

TOTAL ARITHMETIC

Grade Level	Pre-Test Number	Pre-Test Per Cent	Pre-Test Cumulat. Per Cent	Post-Test Number	Post-Test Per Cent	Post-Test Cumulat. Per Cent
4.0				3	7.0	7.0
3.9						
3.8				2	4.6	11.6
3.7						
3.6						
3.5				1	2.3	13.9
3.4						
3.3				1	2.3	16.2
3.2						
3.1				1	2.3	18.5
3.0						
2.9	1	2.3	2.3			
2.8				1	2.3	25.4
2.7				1	2.3	27.7
2.6						
2.5	1	2.3	4.6	4	9.3	37.0
2.4	2	4.6	9.2			
2.3	1	2.3	11.5	1	2.3	39.3
2.2	3	7.0	18.5	6	14.0	53.3
2.1				5	11.9	65.2
2.0				1	2.3	67.5
1.9	4	9.3	27.8	6	14.0	81.5
1.8	2	4.6	32.4	2	4.6	86.1
1.7				2	4.6	90.7
1.6	6	14.0	46.4			
1.5	7	16.4	62.8	3	7.0	97.7
1.4	4	9.3	72.1			
1.3	3	7.0	79.1			
1.2	2	4.6	83.7	1	2.3	100.0
1.1	1	2.3	86.0			
1.0	6	14.0	100.0			
Number	43			43		
%iles						
75th	1.9			2.8		
50th	1.5			2.2		
25th	1.3			1.9		

TABLE: 8.6.3 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR THIRD GRADE PUPILS IN TEN ESEA TITLE I NONPUBLIC SCHOOLS

Tests: Science Research Associates Achievement Series, Arithmetic 2-4, Form C
Dates: September 1969 and May 1970
Grade: Three
Total: 44 Pupils

TOTAL ARITHMETIC

Grade Level	Pre-Test Number	Pre-Test Per Cent	Pre-Test Cumulat. Per Cent	Post-Test Number	Post-Test Per Cent	Post-Test Cumulat. Per Cent
4.5+				5	11.4	11.4
4.4						
4.3				1	2.3	13.7
4.2						
4.1						
4.0				2	4.5	18.2
3.9	1	2.3	2.3			
3.8						
3.7	1	2.3	4.6			
3.6						
3.5	2	4.5	9.1	1	2.3	20.5
3.4				5	11.4	31.9
3.3	2	4.5	13.6	3	6.8	38.7
3.2				3	6.8	45.5
3.1	2	4.5	18.1	3	6.8	52.3
3.0				3	6.8	59.1
2.9				4	9.1	68.2
2.8	2	4.5	22.6	1	2.3	70.5
2.7				1	2.3	72.8
2.6	4	9.1	31.7	2	4.5	77.3
2.5				4	9.1	86.4
2.4	6	13.6	45.3	3	6.8	93.2
2.3	1	2.3	47.6			
2.2	5	11.4	59.0	1	2.3	95.5
2.1						
2.0						
1.9						
1.8	5	11.4	70.4	1	2.3	97.8
1.7	1	2.3	72.7	1	2.3	100.1
1.6	2	4.5	77.2			
1.5						
1.4	5	11.4	88.6			
1.3						
1.2						
1.1	5	11.4	100.0			
Number	44			44		
%iles						
75th	2.6			3.4		
50th	2.2			3.1		
25th	1.6			2.6		

TABLE: 8.6.4 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR FOURTH GRADE PUPILS IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS

Tests: Science Research Associates Achievement Series, Arithmetic 2-4, Form C

Dates: September 1969 and May 1970

Grade: Four

Total: 35 Pupils

TOTAL ARITHMETIC

	Pre-Test			Post-Test		
Grade Level	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
5.5+				4	11.4	11.4
5.4						
5.3						
5.2				1	2.9	14.3
5.1						
5.0						
4.9				1	2.9	17.2
4.8						
4.7				2	5.6	22.8
4.6				1	2.9	25.7
4.5				1	2.9	28.6
4.4				1	2.9	31.5
4.3						
4.2	1	2.9	2.9	1	2.9	34.4
4.1				2	5.6	40.0
4.0				1	2.9	42.9
3.9	1	2.9	5.8	1	2.9	45.8
3.8	1	2.9	8.7			
3.7	4	11.4	20.1	3	8.6	54.4
3.6				4	11.4	65.8
3.5	5	14.3	34.4			
3.4				3	8.6	74.4
3.3	1	2.9	37.3	4	11.4	84.8
3.2				4	11.4	97.2
3.1	2	5.6	42.9			
3.0						
2.9				1	2.9	100.1
2.8	5	14.3	57.2			
2.7						
2.6	5	14.3	71.5			
2.5						
2.4	2	5.6	77.1			
2.3						
2.2	3	8.6	85.7			
2.1						
2.0						
1.9						
1.8-	5	14.3	100.0			
Number	35			35		
%iles						
75th	3.5			4.6		
50th	2.8			3.7		
25th	2.4			3.3		

Time Interval Between Testing Periods was 0.8 of a year

TABLE: 8.6.5 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR FIFTH GRADE PUPILS IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS

Tests: Science Research Associates Achievement Series, Arithmetic Multi-Level, Form C

Dates: September 1969 and May 1970

Grade: Five

Total: 42 Pupils

TOTAL ARITHMETIC

	Pre-Test			Post-Test		
Grade Level	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
6.0+				2	4.8	4.8
5.9						
5.8						
5.7						
5.6				2	4.8	9.6
5.5						
5.4				3	7.1	16.7
5.3				1	2.4	19.1
5.2						
5.1	1	2.4	2.4			
5.0				4	9.5	28.6
4.9				2	4.8	33.4
4.8	1	2.4	4.8	1	2.4	35.8
4.7				2	4.8	40.6
4.6	2	4.8	9.6	2	4.8	45.4
4.5	3	7.1	16.7	4	9.5	54.9
4.4				3	7.1	62.0
4.3	5	11.8	28.5	3	7.1	69.1
4.2				1	2.4	71.5
4.1	5	11.8	40.3	2	4.8	76.3
4.0				5	11.8	88.1
3.9				2	4.8	92.9
3.8	7	17.6	57.9			
3.7				1	2.4	95.3
3.6	2	4.8	62.7			
3.5						
3.4	5	11.8	74.5			
3.3	8	18.8	93.3	1	2.4	97.7
3.2	1	2.4	95.7	1	2.4	100.1
3.1	2	4.8	100.5			
Number	42			42		
%iles						
75th	4.3			5.0		
50th	3.8			4.5		
25th	3.3			4.1		

TABLE: 8.6.6 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR SIXTH GRADE PUPILS IN TEN ESEA TITLE I NON-PUBLIC SCHOOLS

Tests: Science Research Associates Achievement Series,
Arithmetic Multi-Level, Form C
Dates: September 1969 and May 1970
Grade: 6
Total: 50 Pupils

TOTAL ARITHMETIC

Grade Level	Pre-Test Number	Pre-Test Per Cent	Pre-Test Cumulat. Per Cent	Post-Test Number	Post-Test Per Cent	Post-Test Cumulat. Per Cent
6.0+				10	20.0	20.0
5.9				1	2.0	22.0
5.8				1	2.0	24.0
5.7	1	2.0	2.0			
5.6				1	2.0	26.0
5.5				1	2.0	28.0
5.4				2	4.0	32.0
5.3				2	4.0	36.0
5.2				2	4.0	40.0
5.1	1	2.0	4.0	1	2.0	42.0
5.0				2	4.0	46.0
4.9				1	2.0	48.0
4.8	6	12.0	16.0	4	8.0	56.0
4.7				3	6.0	62.0
4.6	4	8.0	24.0			
4.5	3	6.0	30.0	4	8.0	70.0
4.4				3	6.0	76.0
4.3	7	14.0	44.0	1	2.0	78.0
4.2				5	10.0	88.0
4.1	11	22.0	66.0			
4.0						
3.9						
3.8	5	10.0	76.0	1	2.0	90.0
3.7				1	2.0	92.0
3.6	1	2.0	78.0	1	2.0	94.0
3.5						
3.4	8	16.0	94.0	1	2.0	96.0
3.3	1	2.0	96.0	1	2.0	98.0
3.2	1	2.0	98.0	1	2.0	100.0
3.1	1	2.0	100.0			
Number	50			50		
%iles						
75th	4.5			5.6		
50th	4.1			4.9		
25th	3.8			4.4		

TABLE: 8.6.7 SUMMARY OF PRE-TEST AND POST-TEST MATHEMATICS DATA FOR SEVENTH AND EIGHTH GRADE COMBINATION PUPILS IN ONE ESEA TITLE I NON-PUBLIC SCHOOL

Tests: Science Research Associates Achievement Series, Arithmetic Multi-Level, Form C
Dates: September, 1969 and May, 1970
Grades: 7 and 8 Combination
Total: 21 Pupils

TOTAL ARITHMETIC

	Pre-Test			Post-Test		
Grade Level	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
7.5+	1	4.8	4.8	3	14.2	14.2
7.4						
7.3						
7.2	1	4.8	9.6			
7.1	2	9.5	19.1	1	4.8	19.0
7.0						
6.9				1	4.8	23.8
6.8				1	4.8	28.6
6.7						
6.6	3	14.2	33.3	1	4.8	33.4
6.5				2	9.5	42.9
6.4				1	4.8	47.7
6.3	3	14.2	47.5			
6.2						
6.1						
6.0				1	4.8	52.5
5.9						
5.8	1	4.8	52.3	2	9.5	62.0
5.7						
5.6				1	4.8	66.8
5.5				2	4.8	71.6
5.4	1	4.8	57.1	1	4.8	76.4
5.3				1	4.8	81.2
5.2	1	4.8	61.9	1	4.8	86.0
5.1	5	23.9	85.8	1	4.8	90.8
5.0						
4.9						
4.8	3	14.2	100.0	1	4.8	95.6
Number	21			21		
%iles						
75th	6.6			6.8		
50th	5.8			6.0		
25th	5.1			5.4		

TABLE: 8.6.8

MATHEMATICS -- LEVEL B FOR THE FALL 1969 SECOND GRADE MATHEMATICS PARTICIPANTS IN NON-PUBLIC SCHOOLS

Evaluative Instrument: Diagnostic Test in Mathematics -- Level B
Total: 66 Pupils
Dates Tested: December 1969 and June 1970

	PRE-TEST			POST-TEST		
Total Raw Score	Number of Pupils	Per Cent	Cumulat. Per Cent	Number of Pupils	Per Cent	Cumulat. Per Cent
42*						
41						
40						
39	1	1.5	1.5			
38				1	1.5	1.5
37	3	4.6	6.1	2	3.0	4.5
36				2	3.0	7.5
35				2	3.0	10.5
34	1	1.5	7.6	1	1.5	12.0
33				1	1.5	13.5
32				3	4.6	18.1
31	1	1.5	9.1	1	1.5	19.6
30				5	7.6	27.2
29	1	1.5	10.6	4	6.1	33.3
28	1	1.5	12.1	3	4.6	37.9
27	2	3.0	15.1	4	6.1	44.0
26	1	1.5	16.6	6	9.1	53.1
25	2	3.0	19.6	3	4.6	57.7
24	2	3.0	22.6	6	9.1	66.8
23	2	3.0	25.6	4	6.1	72.9
22	4	6.1	31.7	2	3.0	75.9
21	5	7.6	39.3	1	1.5	77.4
20	5	7.6	46.9	2	3.0	80.4
19	2	3.0	49.9	2	3.0	83.4
18	4	6.1	56.0			
17	6	9.1	65.1	4	6.1	89.5
16	7	10.6	75.7	2	3.0	92.5
15-	16	24.3	100.0	5	7.6	100.1
Number	66			66		
%iles						
75th	23			30		
50th	19			26		
25th	16			22		

*Maximum Score on Diagnostic Test in Mathematics -- Level B is 42

TABLE: 8.6.9

ITEM ANALYSIS OF THE DIAGNOSTIC TEST IN MATHEMATICS -- LEVEL B FOR FALL 1969 SECOND GRADE MATHEMATICS PARTICIPANTS IN NON-PUBLIC SCHOOLS

Evaluative Instrument: Diagnostic Test in Mathematics -- Level B
Total: 66 Pupils
Dates Tested: December, 1969 and June, 1970

Mathematics Items in Which Pupils Needed Remediation	Pre-Test Dec. 1969		Post-Test June 1970		Per Cent of Improvement
	Number	Per Cent	Number	Per Cent	
Numeral Recognition	16	24.2%	9	13.6%	10.6%
Union of Disjoint Sets	36	54.5	30	45.4	9.1
Multiplication Arrays	33	50.0	17	25.7	24.3
Place Value	66	100.0	31	47.0	53.0
Number Has Many Names	19	28.8	9	13.6	15.2
Addition-Subtraction as Inverses	42	63.6	42	63.6	0.0
Relationship Symbols	26	39.4	17	25.7	13.7
Time	4	6.1	4	6.1	0.0
Length	13	19.7	9	13.6	6.1
Geometry	10	15.2	1	1.5	13.7
Number Line	47	71.2	9	13.6	57.6
Number Sequence	31	47.0	6	9.1	37.9
Number Pairs	27	40.9	27	40.9	0.0
Operational Symbols	28	42.4	8	12.1	30.3
Computation	50	75.7	20	30.3	45.4

TABLE: 8.6.10 COMPARATIVE RATING ON THE DIAGNOSTIC TEST IN MATHEMATICS -- LEVEL C FOR THE FALL 1969 THIRD GRADE MATHEMATICS PARTICIPANTS IN NON-PUBLIC SCHOOLS

Evaluative Instrument: Diagnostic Test in Mathematics -- Level C
Total: 44 Pupils
Dates Tested: December 1969 and June 1970

	PRE-TEST			POST-TEST		
Total Raw Score	Number of Pupils	Per Cent	Cumulat. Per Cent	Number of Pupils	Per Cent	Cumulat. Per Cent
38*						
37						
36						
35						
34				2	4.5	4.5
33						
32				3	6.8	11.3
31						
30						
29						
28				2	4.5	15.8
27				1	2.3	18.1
26				2	4.5	22.6
25	2	4.5	4.5			
24				3	6.8	29.4
23	4	9.1	13.6	4	9.1	38.5
22	3	6.8	20.4	1	2.3	40.8
21	1	2.3	22.7	6	13.7	54.5
20	3	6.8	29.5	5	11.4	65.9
19	2	4.5	34.0	5	11.4	77.3
18	4	9.1	43.1	2	4.5	81.8
17	5	11.4	54.5	3	6.8	88.6
16	5	11.4	65.9	3	6.8	95.4
15	4	9.1	75.0			
14	3	6.8	81.8			
13	4	9.1	90.9	1	2.3	97.7
12	3	6.8	97.7			
11	1	2.3	100.0			
10-				1	2.3	100.0
Number	44			44		
%iles						
75th	20			24		
50th	17			21		
25th	15			19		

*Maximum Score on Diagnostic Test in Mathematics -- Level C is 38

TABLE: 8.6.11

ITEM ANALYSIS OF THE DIAGNOSTIC TEST IN MATHEMATICS -- LEVEL C FOR FALL 1969 THIRD GRADE MATHEMATICS PARTICIPANTS IN NON-PUBLIC SCHOOLS

Evaluative Instrument: Diagnostic Test in Mathematics -- Level C
Total: 44 Pupils
Dates Tested: December, 1969 and June, 1970

Mathematics Items in which Pupils Needed Remediation	Pre- Test Dec. 1969		Post-Test June 1970		Per Cent of Improvement
	Number	Per Cent	Number	Per Cent	
Multiplication Arrays	15	34.1%	12	27.3%	6.8%
Place Value	37	84.1	23	52.3	31.8
Expanded Notation	21	47.7	17	38.6	9.1
Multiplication-Division as Inverses	37	84.1	30	68.2	15.9
Time	2	4.5	4	9.1	- 4.6
Length	14	31.8	13	29.5	2.3
Number Line	35	79.5	8	18.1	61.4
Number Sequences	22	50.0	1	2.3	47.7
Graph	17	38.6	1	2.3	36.3
Fractions	6	13.6	3	6.8	6.8
Operational Symbols	8	18.2	2	4.5	13.7
Problem Solving	39	88.6	6	13.6	75.0
Computation	42	95.4	12	27.3	68.1

CHAPTER 9

SUMMER READING AND MATHEMATICS PROGRAM

9.1 PROFILE OF PROGRAM

The ESEA Title I Project continued services to pupils during the summer by conducting a six-week session entitled "Summer Reading and Mathematics Program." This summer program extended from June 22, 1970, through July 31, 1970.

Schools. This summer session, offering instruction in Grades 1 - 6, was held in nine of the ten schools that had participated in the Title I Project during the 1969-70 school year:

Bessie Carmichael/Lincoln
Commodore Stockton
Daniel Webster
Golden Gate
Hawthorne
Jedediah Smith
John Muir
Marshall
Sir Francis Drake

Owing to repairs in progress at John Swett School, one of the ten Title I schools in 1969-70, pupils from the attendance area of this school were bused to John Muir and Golden Gate Schools.

Pupils. The total enrollment of summer school on July 31, 1970, was 1,695. These pupils were members of the regular population of the Title I schools, exhibiting the same characteristics as other Title I pupils described in Chapters 1 and 2. The only other selection factor operating in this session was that these were pupils whose parents had elected to send them to summer school.

Cost of Program. The budgeted cost of the summer program was $250,000.00. Estimated cost per pupil was $147.00.

Input: Personnel

One Head Teacher to coordinate the program and facilitate its implementation

One Assistant Head Teacher to work with the Head Teacher in coordinating and facilitating implementation of the program

Nine resource personnel on the ESEA Title I summer staff to provide defined types of assistance to school sites, including giving demonstration lessons in the case of instructional resource teachers

Eighteen teachers assigned to Mathematics Curriculum Team

One psychologist-at-large to work with pupils according to need and to provide in-service to teachers in the area of learning problems of psychological origin

One social worker-at-large to work with pupils according to need, in association with psychologist

Seventeen school-site resource teachers, two to each school (except one at Commodore Stockton School), to coordinate the program at school site

One hundred classroom teachers

Three speech therapists to work with children having speech problems and provide resource services in language development for teachers

Three librarians to enrich the reading program, with major focus on the appreciation of literature

Four hundred forty-eight classroom aides to work three hours per day with pupils on activities in reading and mathematics, under the direction of the classroom teacher

Goals. The goals of the program were those of the Title I Project during the school year, with the following special application to the summer session:

Continuing and intensifying instructional services to pupils

Strengthening reading and mathematics skills of pupils

Maintaining pupils' growth in reading and mathematics

Evaluation. The strategy for evaluation of the summer program was as follows:

Section 9.2 Pre-post comparison of test results of all pupils in Grades 3 - 6 on the Stanford Reading Test, using May 1970 scores to establish baseline data

9.2 Pre-post comparison of test results of all pupils in Grades 3 - 4 on the diagnostic test in mathematics constructed by Title I resource staff, using May 1970 scores on this test to establish baseline data

9.2	Pre-post comparison of test results of all pupils in Grades 5 - 6 on the arithmetic subtests of the Stanford Achievement Test, using May 1970 scores to establish baseline data
9.2	Pre-post comparison of test results on the Gates-MacGinitie Reading Test of a random sample of high school aides employed in the program
9.3	Questionnaire to teachers concerning the program
9.4	Questionnaire to aides concerning their activities and their views of the program
9.7	Records of circulation of library books and of field trips
9.8	Pupil Information Form, providing basic data concerning individual pupils
9.9	Questionnaire to parents concerning their opinions of the value of the summer program for their children
	Class observations to attempt to define imput of procedures into the program

9.2 EVALUATION OF SUMMER PROGRAM BY TESTS

Elementary Pupils. A major objective of the Summer Reading and Mathematics Program was the preventing of regression in reading and mathematics during the vacation period. This objective arose from earlier observations that many disadvantaged pupils experienced reading and mathematics losses during the summer.

The effect of the summer program on pupils' reading was measured by pre-post comparison of test scores obtained on the Stanford Reading Test for pupils in Grades 2-6. In mathematics, measurement was based on the arithmetic subtests of the Stanford Achievement Test for pupils in Grades 4-5. For pupils in Grades 2-3 it was based on the diagnostic test in mathematics constructed by the Title I resource staff. Pre-test scores were those obtained from the administration of these tests in early May, 1970. Post-tests were administered at the end of the summer session in late July, 1970. The interval between pre- and post-tests was .3 of a year.

It should be noted that it is difficult in the short interval of 3 months between pre- and post-tests to assign a meaning to the test results obtained. This does not imply any recommendation in regard to summer school testing, however.

Summary Observations: Reading

Second grade pupils registered a median gain of .1 of a year in grade equivalent score in the interval between pre- and post-tests for total reading. Pupils in the third grade had a gain of .2 of a year.

Fourth grade pupils showed no change at the median, but the upper quartile registered a gain of .5 of a year while the lower quartile gained .1 of a year. Gain for pupils in Grade 5 at the median and at the lower quartile was .1 of a year. Sixth grade pupils gained .1 of a year at the median and lower quartile, while pupils at the upper quartile gained .5 of a year. (See Summary Tables I-S, II-S, III-S)

Summary Observations: Mathematics

Comparison of pre- and post-test median scores of second and third grade pupils, who were tested on the diagnostic test in mathematics, indicated a loss of one point in raw score at second grade and no change at third grade. Only raw scores are obtainable from this test at present.

Fourth grade pupils, tested on the Stanford Achievement Test had median gains in computation of .3 of a year. Pupils in Grade 5 had a median gain of .1 of a year in computation and .3 of a year in arithmetic concepts. (See Summary Tables I-S, II-S, III-S).

High School Aides. A sample of 50 of the senior high school students who served as aides was pre-tested in June 1970 at the start of summer school on the Gate-MacGinitie Reading Test and post-tested in July 1970 on the same instrument.

Summary Observations

The comprehension section of this test showed mixed results, with a gain of 0.2 of a year at the lower quartile, a loss of 0.4 of a year at the median, and no change at the upper quartile. In the vocabulary section of the test, students showed greater changes in a positive direction, with a gain of +0.3 of a year at the median and +0.7 of a year at the upper quartile. (See Summary Table IV-S)

The increases registered in vocabulary were indirect benefits, since these students were working to help other pupils and were not receiving instruction themselves.

SUMMARY TABLE I-S

PRE-TEST (MAY 1970) AND POST-TEST (JULY 1970) MEDIANS OF PUPILS IN ESEA TITLE I SUMMER READING AND MATHEMATICS PROGRAM, 1970, BY GRADE LEVEL

READING

Grade and Level of Test	Pre	Post	Diff.
2 Pr II-W N	1.9	2.0 (149)	+ .1
3 Pr II-X N	2.2	2.4 (113)	+ .2
4 Int I-W N	3.2	3.2 (111)	.0
5 Int I-W N	3.6	3.7 (108)	+ .1
6 IntII-W N	4.2	4.3 (85)	+ .1

Stanford Reading Test, Total Reading

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre		Post		Difference	
	Comp.	Conc.	Comp.	Conc.	Comp.	Conc.
-	-	-	-	-	-	-
-	-	-	-	-	-	-
4 Int I-W N	3.7	3.3	4.0 (96)	3.0	+ .3	- .3
5 Int I-W N	4.2	3.3	4.3 (102)	3.6	+ .1	+ .3

Stanford Achievement Test, subtests of computation and arithmetic concepts

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre	Post	Diff.
2 Level B N	27	26 (117)	- 1
3 Level C N	24	24 (95)	0

Diagnostic Test in Mathematics

Raw Scores

Same levels and forms of test administered pre and post
Grade levels given are those of 1969-70 school year

Length of summer program -- 1½ months
Elapsed time between pre and post-tests -- 3 months

SFUSD - ESEA TITLE I

SUMMARY TABLE II-S

PRE-TEST (MAY 1970) AND POST-TEST (JULY 1970) 75th PERCENTILES OF PUPILS IN ESEA TITLE I SUMMER READING AND MATHEMATICS PROGRAM, 1970, BY GRADE LEVEL

READING

Grade and Level of Test	Pre	Post	Diff.
2 Pr II-W N	2.3	2.5 (149)	+ .2
3 Pr II-X N	2.7	2.9 (113)	+0.2
4 Int I-W N	3.8	4.3 (111)	+0.5
5 Int I-W N	4.5	4.5 (108)	.0
6 IntII-W N	4.6	5.1 (85)	+ .5

Stanford Reading Test, Total Reading

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre		Post		Difference	
	Comp.	Conc.	Comp.	Conc.	Comp.	Conc.
-	-	-	-	-	-	-
-	-	-	-	-	-	-
4 Int I-W N	4.4	4.3	4.6 (96)	4.6	+0.2	+0.3
5 Int I-W N	5.1	5.0	5.1 (102)	5.0	.0	.0

Stanford Achievement Test, subtests of computation and arithmetic concepts

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre	Post	Diff.
2 Level B N	32	32 (117)	0
3 Level C N	28	29 (95)	+ 1

Diagnostic Test in Mathematics

Raw Scores

Same levels and forms of test administered pre and post
Grade levels given are those of 1969-70 school year

Length of summer program -- 1½ months
Elapsed time between pre and post-tests -- 3 months

SFUSD - ESEA TITLE I

SUMMARY TABLE III-S PRE-TEST (MAY 1970) AND POST-TEST (JULY 1970) 25th PERCENTILES OF PUPILS IN ESEA TITLE I SUMMER READING AND MATHEMATICS PROGRAM, 1970, BY GRADE LEVEL

READING

Grade and Level of Test	Pre	Post	Diff.
2 Pr II-W N	1.7	1.7 (149)	.0
3 Pr II-X N	1.9	1.8 (113)	-0.1
4 Int I-W N	2.8	2.9 (111)	+0.1
5 Int I-W N	3.0	3.1 (108)	+0.1
6 IntII-W N	3.8	3.9 (85)	+0.1

Stanford Reading Test,
Total Reading

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre		Post		Difference	
	Comp.	Conc.	Comp.	Conc.	Comp.	Conc.
-	-	-	-	-	-	-
-	-	-	-	-	-	-
4 Int I-W N	3.1	2.3	3.1 (96)	2.3	.0	.0
5 Int I-W N	3.5	2.5	3.5 (102)	2.7	.0	+0.2

Stanford Achievement Test,
subtests of computation and
arithmetic concepts

Scores in grade equivalents

MATHEMATICS

Grade and Level of Test	Pre	Post	Diff.
2 Level B N	21	20 (117)	- 1
3 Level C N	17	18 (95)	+ 1

Diagnostic Test in
Mathematics

Raw Scores

Same levels and forms of test administered pre and post
Grade levels given are those of 1969-70 school year

Length of summer program -- 1½ months
Elapsed time between pre and post-tests -- 3 months

SFUSD - ESEA TITLE I

SUMMARY TABLE IV-S

PRE-TEST (JUNE 1970) AND POST-TEST (JULY 1970) SCORES OF SAMPLE OF HIGH SCHOOL STUDENTS EMPLOYED AS AIDES IN SUMMER READING AND MATHEMATICS PROGRAM

	PRE		POST		DIFFERENCE	
	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
75th %ile	12.2	12.9	12.9	12.9	+ .7	.0
50th %ile	8.6	10.4	8.9	10.0	+ .3	- .4
25th %ile	6.9	8.0	6.9	8.2	.0	+ .2

N = 50

Scores in Grade Equivalents

Elapsed Time - 1 month

Gates-MacGinitie Reading Test, Level E, Form 1M

RECOMMENDATIONS

It is felt that the summer program was well worthwhile and should be continued. It is also felt that the overall pattern of the summer session of 1970 deserves to be among the types of program considered for next year.

It is recommended that, in the implementation at the classroom level of next year's program, greater stress be placed on the instructional objectives in reading and mathematics.

It is also recommended that, if the Language Experience method of teaching reading is to be used extensively for summer classes, time, funds, and personnel be specifically allocated for instruction of teachers in the nature of this method and in the procedures associated with it.

It is suggested that thought be given to means of acquainting teachers with a greater number of those games and activities, palatable to pupils and appropriate to a summer session, which afford the greatest opportunities for learning and reinforcement in relation to class time expended on them, particularly in mathematics.

It is recommended, finally, that the art and music programs be continued according to the formula used this year.

9.3 DESCRIPTION OF INSTRUCTIONAL PROGRAM

The problem of summer school was to plan a program that would continue instructional services to Title I pupils and prevent regression in achievement levels over the summer. The program was to be presented to children who had just finished the school year and were looking forward to summer vacation, and who would not be in their regular classes nor with a teacher who had taught them before. The length of time available for the program was six weeks.

The design that emerged from these considerations put reading and mathematics instruction at the center of the program, and included programs in art and music oriented towards making a substantial constribution to reading and mathematics instruction. Flexibility in method and in format for classroom organization was provided in order that teachers would have freedom to employ whatever techniques and organizational plans seemed best to them for promoting the learning of children.

Reading. The Language Experience method for the teaching of reading was strongly recommended to teachers for use in summer school. In the circumstances of the summer session -- where pupils are brought together in groupings other than their regular classes, and where the teacher does not have the few weeks usually regarded as a minimum for knowing the pupils and their educational status and for placing them in the appropriate instructional groupings -- this method has many advantages. However, it was evident from observation that teachers had had little opportunity to become acquainted with it. It appeared that their knowledge of the essential character and purpose of this method and the reasons for employing the separate procedures associated with it was inadequate.

This is not to say that the Language Experience method proved unworkable. It does suggest, however, that, if this method is to be used to any great extent for summer school in the future, specific provision should be made for the time, funds, and personnel necessary for instruction of teachers who intend to use it -- instruction clearly focused on the basic meaning and procedures of this approach to reading.

Creative Writing. The amount of creative writing produced during summer school was much greater than expected and included some pieces of good standard in relation to the ages of the pupils concerned. This increased emphasis on original writing was one of the noteworthy features of the summer program and appears to be a favorable development that serves as a valuable reinforcement for reading besides having worth for its own sake. Samples of this writing are to be found on pages 9 - 12 and 9 - 13.

Mathematics. Considerable latitude as to methods, activities, and framework of instruction was also provided the mathematics program, but with use of Title I mathematics materials encouraged, especially the Wirtz materials. Classes observed had some interesting practical projects centering on mathematics, such as projects on the operation of stores and banks. There were also certain construction projects based on mathematical concepts, and games and concrete matherials were in evidence as well. The freedom extended to teachers was used and the variety of mathematics activities was

CREATIVE WRITING

TIGER

There's a tiger in a cage,
    At the zoo!
His stripes run up and down
And are black and orange,
    At the zoo!
He walks around and around
    in his cage,
    At the zoo.
When the tiger wants his dinner,
    At the zoo,
The keeper hears him roar,
And he gives him meat to eat,
    At the zoo!
Then he jumps up on a shelf
    and goes to sleep,
    At the zoo!

Gina Beles

STORY OF MYSELF

My name is Beverly Quema. My parents are Purita and Rosalino Quema. I was born in Manila, P. I. Manila is a very hot place and at night the view is beautiful.

Then I came to the United States. I started my first schooling in St. Louis in a Catholic school. I loved to read fairy tales and poems. I received good grades, especially in spelling and reading, because I studied hard and I was interested.

When I grow up I would like to be a teacher or a nurse because they pay high and I am interested.

Beverly Quema

ALICE THE PYTHON

Alice is a snake, and she doesn't bite at all. One day Alice was very happy and she just started squeezing the keeper's neck, so they put her back in her cage. She was punished for a week and she couldn't eat a meal until she behaved.

Day after day she stayed in and she wanted to come out, but she couldn't. Every day someone came to check on her to see how she was doing. She was fine.

So, finally, Friday came and she ate the biggest meal in her life. She never got that happy again and she came out and crawled to people, as she used to, day after day.

Debra Sanders

I am a dog. One day there was a big storm. I didn't know what to do. It was raining, cold and hailing. I tried to run in a house but I couldn't. So I walked and walked. Then I saw another dog. It was alone too. I was scared.

Then a car came and it almost hit me,but the car stopped. The man came out. He said, "You poor dog." Then he took me in his car. I felt sorry about the other dog. Then I tried to make the man turn around, and he did. He opened the door and the other dog came in.

But then he stopped and he opened the door and he kicked us out. There we were again. Then we saw a doghouse. It was big and it had five bowls of milk, 24 bones and two beds, and I and the other dog never got wet again.

Margie Rosario

MY TRIP TO THE BEACH

The first thing we did was head for the water. Miss F . . . was trying to stop us from going too far into the water, and she ran into the water with her sandals on, and she got so mad. Then we ate our lunch. After we ate we went home.

Deborah Oliver

IT'S RAINING FROM COTTON

The water came from the cloud.
It makes me feel cold and windy.
The tree is bending in the wind,
And all the plants are wet.
The sound in the dark
Makes me feel scared and nervous.
Look! The giant flash cutting the tree--
Everybody is hiding!

Gloria A. Ramirez

wide. There was also instruction of the standard kind in fundamental processes.

It appeared, however, that mathematics was somewhat underemphasized, not in the planning for summer, but in the program as it actually took shape in classrooms, and there is some reason to think that mathematics was not given its full allotment of time in some classrooms. It also appeared that teachers had insufficient acquaintance with games and other activities that had definite -- even though disguised -- learning purposes and that could be expected to accomplish these purposes with economy of classroom time. They also appeared less aware than could be desired of the possibilities of the very good mathematics materials available for use in developing concepts and principles and for reinforcement.

Comments on Instruction in Reading and Mathematics. It was felt in the course of evaluation of the summer instructional program -- and it was also the opinion of the teachers who administered the program -- that there was not a sharp enough focus in classrooms on raising achievement levels in reading and mathematics, that, even within the limitations of a short summer session, more could have been done in instructional time to further pupils' progress in these subject areas and that, over the larger picture, too much instructional time was spent in activities uncoordinated in terms of any clear instructional purpose or related to instructional objectives in only a minimal way. It was felt that, in the future, time should be devoted before the opening of summer school to an unequivocal insistence on the overriding imperative of the instructional objectives in the Title I conception of summer school. It was considered, further, that, for pursuit of the instructional objectives to be not only whole-hearted, but also productive of learning, time and effort should be devoted to informing teachers concerning techniques and activities suitable for a summer program which provide the greatest opportunities for pupil learning per unit of school time devoted to them.

It should be emphasized in this connection, however, that there were also many classrooms in which very effective reading and mathematics programs were going forward in which pupils were making real progress, and in which it was evident that teachers had spared no pains to attain this result.

Art and Music. No attempt was made to assess by measurement the contribution of the program in art and music to achievement in reading and mathematics, since all pupils participated in this program. Neither was it possible in the brief time available for classroom observation to isolate the activities or emphases that might be said to contribute to these instructional areas. However, it can be said with confidence that, in itself, this was a program of quality, and that while promoting aesthetic expression and awareness on the part of the pupils, it was also serving to establish rapport with children and improve their attitudes towards the school in certain indefinable ways.

Questionnaire to Teachers: Instructional Areas. A questionnaire was sent to all summer school teachers to obtain information concerning the activities of the summer program, to elicit teachers' perceptions of the response of pupils to the program, and to seek teachers' opinions of the intensive aide program. The area of the survey devoted to the aide program is reported in the section on paraprofessionals (Section 9.4). Of 83 questionnaire forms distributed to classroom teachers, 78 were completed. Results are tabulated on pages 9-16 to 9-18.

From the responses given on this survey, it appears that the Language Experience method for the teaching of reading was in wide use, with 86 per cent of teachers indicating considerable use of class discussion, and 42 to 61 per cent indicating a great deal of use of other techniques which are related to this method, such as making experience charts, listening to stories, and reading stories with multiple copies. There seemed to be considerable work on phonics -- which may have been presented either as an aspect of the Language Experience approach or as an independent system -- with 55 per cent of teachers indicating considerable, and 28 per cent a little, time spent on it. Basal readers were used by only 19 per cent of teachers.

Of the types of reading material indicated by teachers to have greatest appeal to children, fairy tales, folk tales, and animal stories led the list, with 73 per cent of teachers indicating that these types of materials for class work had considerable attraction. Stories set in environments familiar to children were high in interest in the opinion of 51 per cent of teachers. Rather surprisingly -- and perhaps owing to some influences carried over from the art and music program -- reading matter dealing with art and music was the next most popular, with 40 per cent of teachers indicating that opinion. No more than 33 per cent of respondents mentioned any other type of reading content as especially interesting to pupils.

The percentage of teachers indicating that children read a great deal voluntarily in their free time was 44 per cent, while 45 per cent indicated that they read a little in free hours. Interest in reading was judged to have grown over the course of the program: 32 per cent of teachers thought that children were very much interested in reading at the start of the program, while 57 per cent felt that children had a great deal of interest in reading by the end of the summer program.

In regard to activities used in the mathematics program, 54 to 62 per cent of teachers indicated that they were making considerable use of discovery, manipulative, and game techniques, which are characteristic of the "new math", although only [illegible] per cent indicated explicitly that they were using the "new math." A relatively small percentage of teachers -- 18 per cent -- indicated that their classes worked on verbal problems requiring reading and 35 per cent indicated that they worked on verbal problems that were not dependent on reading.

QUESTIONNAIRE TO TEACHERS: INSTRUCTIONAL AREAS

1. IN YOUR READING PROGRAM THIS SUMMER, HOW MUCH USE DID YOU MAKE OF THE FOLLOWING ELEMENTS?	A Great Deal	A Little	Not At All	No Response
Experience charts and other reading materials prepared by teacher and pupils together.	54%	31%	9%	6%
Discussion and other opportunities for use of oral language by children	86%	10%	0%	4%
Creative writing by individual children.	42%	44%	8%	6%
Listening to stories read by teacher or aide	61%	32%	3%	4%
Listening to stories on records or tapes	34%	40%	17%	9%
Reading stories with multiple copies	42%	30%	19%	9%
Dramatizations	19%	51%	26%	4%
Programmed reading	14%	24%	51%	10%
Work on phonics and structural analysis.	55%	28%	12%	5%
Regular readers.	19%	24%	45%	12%

2. HOW MUCH DID EACH OF THE FOLLOWING KINDS OF READING MATERIAL APPEAL TO YOUR CLASS?	FOR CLASS WORK				FOR FREE-TIME READING			
	A Great Deal	A Little	Not At All	No Response	A Great Deal	A Little	Not At All	No Response
Science.	27%	36%	17%	20%	19%	30%	18%	33%
Travel	17%	37%	22%	24%	10%	33%	22%	35%
Historical	11%	26%	37%	26%	5%	28%	27%	40%
Biographical	11%	26%	36%	27%	6%	33%	26%	35%
Ethnic	24%	37%	17%	22%	13%	41%	17%	29%
Current Events	21%	33%	19%	27%	10%	32%	22%	36%
Local Interest	33%	32%	13%	22%	10%	39%	15%	36%
Sports	22%	31%	23%	24%	22%	33%	12%	33%
Art and music.	40%	27%	14%	19%	19%	35%	11%	35%
Fairy and folk tales . . .	73%	13%	5%	9%	60%	14%	3%	23%
Animal Stories	73%	13%	3%	11%	58%	13%	1%	28%
Science fiction.	10%	30%	33%	27%	8%	27%	27%	38%
Historical fiction	5%	37%	31%	27%	5%	30%	28%	37%
True-to-life stories set in environments familiar to children	51%	21%	9%	19%	33%	28%	9%	30%
Stories of children in other countries and other environments	26%	33%	14%	27%	14%	33%	15%	37%
Other (Please list). . . .	0%	0%	0%	0%	0%	0%	0%	100%

	A Great Deal	A Little	Not At All	No Response
3. HOW MUCH DID THE CHILDREN IN YOUR CLASS READ VOLUNTARILY DURING FREE TIME?	44%	45%	1%	10%
4. HOW MUCH WERE CHILDREN IN YOUR CLASS INTERESTED IN READING:	-	-	-	-
At the beginning of summer school?	32%	50%	8%	10%
During summer school?	51%	36%	1%	12%
At the end of summer school?	57%	24%	1%	18%
5. DURING SUMMER SCHOOL HOW MUCH DID YOU USE MATHEMATICS METHODS OR ACTIVITIES CORRESPONDING TO EACH OF THE TERMS LISTED?				
Discovery	54%	33%	3%	10%
Manipulative	56%	35%	1%	8%
Game approach	62%	28%	5%	5%
Drill	38%	40%	14%	8%
Introduction of math concepts through practical problems to be solved	42%	40%	8%	10%
Explanations and demonstrations	58%	33%	3%	6%
Verbal problems not involving reading	35%	40%	17%	8%
Verbal problems involving reading	18%	36%	36%	10%
New math	41%	29%	21%	9%
6. HOW MUCH USE DID YOU MAKE OF A REGULAR MATH TEXTBOOK?	10%	22%	60%	8%
7. HOW MUCH ARE CHILDREN IN YOUR CLASS ABLE TO APPLY THE MATH THEY KNOW TO PRACTICAL SITUATIONS AND PROBLEMS IN REAL LIFE?	27%	54%	11%	8%
8. HOW MUCH DID CHILDREN VOLUNTARILY USE MATH GAMES, PUZZLES, ETC., IN THEIR FREE TIME?	40%	46%	9%	5%
9. HOW MUCH WERE CHILDREN INTERESTED IN MATH:				
At the beginning of summer school?	28%	58%	6%	8%
During summer school?	58%	35%	0%	8%
At the end of summer school?	62%	28%	0%	10%
10. DID YOU EXPLORE ANY WAYS OF ORGANIZING ART ACTIVITIES SO THAT THEY WOULD CONTRIBUTE DIRECTLY TO CHILDREN'S INTEREST AND COMPETENCE IN:				
Reading?	53%	38%	4%	5%
Mathematics?	28%	45%	21%	6%
11. DID YOU EXPLORE ANY WAYS OF ORGANIZING MUSIC ACTIVITIES SO THAT THEY WOULD CONTRIBUTE DIRECTLY TO CHILDREN'S INTEREST AND COMPETENCE IN:				
Reading?	26%	33%	32%	9%
Mathematics?	17%	31%	43%	10%

Teacher Questionnaire (cont'd)

	IN READING				IN MATH			
	A Great Deal	A Little	Nothing At All	No Response	A Great Deal	A Little	Nothing At All	No Response
12. HOW MUCH USE DID YOU MAKE OF THE FOLLOWING EQUIPMENT AND MATERIALS?								
Films and filmstrips. . .	60%	29%	8%	3%	-	-	-	-
Records and tapes	44%	41%	10%	5%	-	-	-	-
Overhead projector. . . .	10%	21%	60%	9%	8%	8%	69%	15%
Primer typewriter	14%	19%	59%	8%	-	-	-	-
Programmed materials. . .	19%	29%	44%	8%	19%	23%	43%	15%
Multiple copies of stories	50%	24%	22%	4%	-	-	-	-
Library books	78%	13%	5%	4%	-	-	-	-
Manipulative materials. .	49%	37%	10%	4%	55%	22%	9%	14%
Games	63%	24%	4%	9%	59%	19%	5%	17%
13. HOW MUCH DID YOU LEARN FROM THE SUMMER PROGRAM THAT YOU COULD USE IN YOUR PROGRAM FOR THE REGULAR SCHOOL YEAR? . .	67%	24%	1%	8%	62%	21%	3%	14%
14. HOW MUCH HELP DID YOU HAVE FROM ANY SOURCE DURING SUMMER SCHOOL? (Please don't forget to consider all meetings and demonstrations, large and small)	45%	36%	9%	10%	35%	40%	11%	14%
15. HOW MUCH DO YOU THINK CHILDREN IN YOUR CLASS IMPROVED DURING THE SUMMER IN:								
Reading?.	-	-	-	-	31%	61%	0%	8%
Oral Language?.	-	-	-	-	55%	37%	1%	6%
Math?	-	-	-	-	46%	45%	1%	8%

N = 78

The question, "How much are children in your class able to apply the mathematics they know to practical situations and problems in real life?" elicited the following set of disturbing responses:

A great deal	27%
A little	54%
Not at all	11%
No response	8%

Concerning pupils' voluntary use of mathematics games and the like during free time, 40 per cent of teachers indicated that they used them a great deal. An increase in interest in mathematics during the summer was perceived by teachers, with 28 per cent of teachers indicating that pupils were very much interested in it at the beginning of summer school and 62 per cent indicating that they were very much interested by the end.

In respect to use of teaching materials and equipment, fairly substantial use of the appropriate items for reading and arithmetic was reported. However the use of the overhead projector was not widespread; only 10 per cent of teachers reported using it for reading, and eight per cent for math.

Over 65 per cent of teachers indicated that they had learned a great deal from the summer program that would have application to reading in their regular classrooms, while over 60 per cent gave an equivalent response for mathematics. The teachers indicating that they had learned nothing in reading constituted one per cent, and those who considered that they had learned nothing in mathematics were three per cent of the total.

With regard to assistance with the teaching task during the summer, 45 per cent of teachers responded that they had received considerable help in reading and 35 per cent that they had received a great deal of help in mathematics. Only nine per cent felt that they had had no help at all in reading, and 11 per cent made a similar response for mathematics.

In a question referring to teachers' perception of the effect of the summer program on pupils' reading, oral language, and mathematics, 31 per cent believed that pupils had improved markedly in reading, 46 per cent considered that they had shown great improvement in mathematics, and 55 per cent thought they had shown great improvement in oral language. Approximately one per cent of teachers reported no improvement in these areas.

9.4 INTENSIVE AIDE PROGRAM

Aides. The employment of paraprofessionals in instruction in a ratio of one to approximately four pupils was an important element in the summer program. It aimed at lowering the adult-pupil ratio in classrooms and ensuring more individual attention and assistance to pupils while providing employment for members of the community and promoting involvement of the community in the school.

The aides observed in schools were, on the whole, industrious, concerned, and desirous of being helpful. Certain high school boys in particular were observed who were clearly giving of their best in their teaching role. Two are remembered especially for the verve with which they were presenting arithmetic lessons to small groups. One is remembered passing out fruit he had bought for the children of the class.

Questionnaire to Aides. A questionnaire was administered to the paraprofessionals in the summer program to inquire what types of duties they were performing and to probe their opinions and feelings concerning their work. Responses are tabulated on pages 9-21 and 9-22.

A general picture of the group of aides emerges from the first set of questions. Of those responding, 44 per cent were high school students, 21 per cent were parents, 17 per cent were neither, and 18 per cent made no response to this item. Men or boys accounted for 14 per cent, women or girls for 61 per cent; 25 per cent declined to state to which category they belonged. A total of 57 per cent lived in an area near the school. Those who had never worked as school aides before comprised 56 per cent, those who had done this type of work for varying periods up to one year were 31 per cent, while four per cent had more than one year's experience and ten per cent did not respond to this item. There were five per cent who had completed one year of business or technical school, another three per cent who had completed more than one year, 15 per cent who had had one or two years of college, and six per cent who had finished more than two years. Four A.A.'s, three B.A.'s, and two B.S.'s were among the group.

The results of the survey indicate that the paraprofessionals were extensively involved in the teaching program and the care of pupils, with less time spent in clerical activities that did not involve direct contact with pupils. Their most frequently performed duties were teaching individuals and small groups and looking after children in the yard and on field trips, with more than 50 per cent of aides reporting that they spent a great deal of time in these activities and more than 25 per cent indicating that they spent a little time in them. The next most frequently performed duties were helping with teaching equipment and preparing lesson materials, more than 25 per cent indicating that they spent a great deal of time in this way and approximately 40 per cent indicating a little time so spent. Handling money and notes and other clerical work figured much less among aides' duties, with about 12 per cent indicating a large amount of time spent on them and less than 40 per cent indicating a small amount of time given over to these tasks.

QUESTIONNAIRE TO AIDES

Please check (✓) the item in each box that applies to you.

1. a. Classroom aide	95%	b. M	14%	c. Parent	21%
Campus aide	1%	F	61%	High school student	44%
NR*	4%	NR	25%	Neither	17%
				NR	18%

d. Live near school?

Yes	57%
No	42%
NR	2%

e. Number of months you have worked as a school aide before this summer (please circle)

0	3	6	12	12+	NR
56%	17%	9%	5%	4%	10%

f. Highest grade in school you have completed (please circle)

8	9	10	11	12	NR
1%	3%	26%	22%	43%	5%

g. Education beyond high school:

Years of technical or business school

1	2	3	4	5	6
5%	2%	1%	0%	0%	0%

Years of college

1	2	3	4	5	6
9%	6%	3%	2%	1%	0%

2. HOW MUCH OF YOUR WORKING TIME WAS SPENT IN EACH OF THE FOLLOWING ACTIVITIES?

	A Great Deal	A Little	None	No Response
Teaching individual children	64%	26%	4%	6%
Teaching small groups.	57%	31%	4%	8%
Handling money, notes, etc.	11%	22%	53%	13%
Helping look after children in the yard, on field trips, etc.	52%	35%	6%	7%
Preparing lesson materials	30%	39%	25%	6%
Clerical work.	12%	39%	38%	11%
Helping in use of teaching equipment	26%	43%	21%	11%
Receiving training	19%	26%	29%	25%

3. HOW MUCH DID YOU LIKE DOING THE THINGS LISTED BELOW?

Teaching individual children	77%	11%	1%	11%
Teaching small groups.	75%	12%	3%	11%
Handling money, notes, etc.	15%	25%	29%	30%
Helping look after children in the yard, on field trips, etc.	58%	25%	4%	13%
Preparing lesson materials	42%	26%	11%	21%
Clerical work.	23%	30%	18%	30%
Helping in use of teaching equipment	39%	32%	9%	20%
Receiving training	32%	19%	11%	38%

*NR = No Response

Aide Questionnaire (cont'd)

4. HOW MUCH SUCCESS DO YOU THINK YOU HAD WITH THE THINGS LISTED BELOW?	A Great Deal	A Little	None	No Response
Teaching individual children	58%	27%	1%	14%
Teaching small groups.	57%	31%	2%	10%
Handling money, notes, etc.	12%	15%	37%	35%
Helping look after children in the yard, on field trips, etc.	54%	30%	3%	13%
Preparing lesson materials	38%	30%	12%	21%
Clerical work.	23%	24%	23%	30%
Helping in use of teaching equipment . . .	34%	31%	11%	25%
Receiving training	27%	22%	14%	37%
5. HOW MUCH TRAINING HAVE YOU EVER HAD FOR THE JOB YOU DID THIS SUMMER?	30%	32%	29%	10%
6. TO DO A REALLY GOOD JOB OF BEING AN AIDE, HOW MUCH IS NEEDED OF THE KINDS OF TRAINING LISTED BELOW?				
How to teach reading and math.	71%	23%	2%	4%
How to understand children	83%	10%	3%	4%
How to hold children's attention	80%	14%	1%	5%
How to do various kinds of paperwork . . .	43%	45%	5%	7%
How to use school equipment.	33%	32%	4%	32%

	Yes	No	NR
7. HAS THIS BEEN AN INTERESTING JOB?	97%	1%	2%
8. HAVE YOU LEARNED ANYTHING THIS SUMMER ABOUT HOW TO GET YOUR IDEAS ACROSS TO OTHERS, ESPECIALLY TO CHILDREN?	93%	4%	3%
9. DID YOU LEARN ANY OTHER INTERESTING OR USEFUL THINGS IN THIS JOB?	73%	13%	14%
10. DO YOU THINK YOU UNDERSTAND CHILDREN, AND HOW THEY LEARN, BETTER THAN BEFORE?	93%	4%	3%
11. DO YOU THINK IT IS EASY TO BE A TEACHER?	19%	77%	4%
12. DO YOU THINK IT IS EASY TO BE A GOOD TEACHER?	24%	71%	5%
13. WERE YOUR SERVICES USED WELL THIS SUMMER?	90%	5%	6%
14. WERE YOUR SERVICES APPRECIATED THIS SUMMER?	86%	12%	3%
15. DO YOU LIKE BEING AN AIDE?	95%	2%	3%

N = 420

ESEA TITLE I
Summer Reading and Mathematics Program, 1970

In regard to time devoted to receiving training, 19 per cent of aides reported spending a great deal of time on this, 26 per cent reported spending a little time on it, and 29 per cent reported spending no time on it, while 25 per cent did not respond to this item.

With reference to the activities aides liked most, again teaching of pupils individually and in small groups and looking after pupils were the most popular, with approximately 60 per cent to 75 per cent stating that they liked these activities a great deal and approximately 10 to 25 per cent stating that they liked them a little. Preparing lesson materials and helping with teaching equipment were the next most popular activities, with about 40 per cent indicating that they liked them a great deal and 30 per cent indicating that they liked them a little.

In respect to training, 32 per cent liked receiving it a great deal, 19 per cent liked it a little, 11 per cent did not like it at all, while 38 per cent did not respond to this question.

Aides felt that they had the greatest success, in general, with the activities they liked best. Well over 50 per cent considered that they had had a great deal of success in teaching children and looking after them, while about 30 per cent considered that they had had a little success with these responsibilities. Preparing teaching materials and helping with instructional equipment were considered very successful by approximately 36 per cent and somewhat successful by at least 30 per cent. Those who felt that considerable success had attended their training constituted 27 per cent of aides; 22 per cent thought that the success was minimal, 14 per cent that it was not successful at all, while 37 per cent did not respond.

The response concerning types of duties paraprofessionals liked best coincides in general with teachers' responses, reported below, concerning the greatest contributions made by aides to the summer program. However, aides' perception of the success they had with these functions is too modest by comparison with teachers' perceptions of the contribution they had made to the program by these activities.

With reference to training for their job, 30 per cent of aides reported that they had had a great deal of training at some time or other, 32 per cent a little, 29 per cent none at all; 10 per cent did not respond to this item.

Aides' replies to the question referring to types of training needed for doing a good job as an aide -- to their perceptions of the requirements of their job -- are particularly interesting. More than 70 per cent indicated that a great deal of training was needed in teaching reading and mathematics, in understanding children, and in holding pupils' attention; 43 per cent indicated a great deal, and 45 per cent a little, needed in doing "paperwork"; 33 per cent indicated a great deal, and 32 per cent a little, required for use of school equipment. These responses appear to indicate a realistic appraisal of the position of school aide and the requirements of the position.

The answers to questions 7-10 and 13-15 suggest that paraprofessionals were pleased with their summer work experience. To the question, "Has this been an interesting job?" 97 percent of aides replied, "Yes". The question, "Have you learned anything about getting your ideas across to others?" elicited an affirmative response from 93 per cent, while 73 per cent considered that they had also learned other interesting or useful things in this position. All of 93 per cent reported that they understood pupils and how they learn better than before. It is interesting to note in this connection that only 19 per cent thought that it was easy to be a teacher and 24 per cent thought it was easy to be a good teacher. Also, 95 per cent indicated that they liked being school aides, 90 per cent considered that their services had been well used, and 86 per cent felt that their help had been appreciated.

Teachers' Opinions of Intensive Aide Program. In the questionnaire to teachers, a large section, tabulated on page 9-25, concerned teachers' views of the intensive aide program. In the opinion of teachers, the paraprofessionals' greatest contribution was in teaching children individually or in small groups, with 83 per cent naming the teaching of individuals, and 74 per cent indicating the teaching of small groups, as contributing a great deal to the program. Only 32 to 45 per cent of teachers indicated that preparation of lesson materials, helping with instructional equipment, managing classroom routines, giving general clerical assistance, and helping with difficult or troubled children were especially valuable. Only 19 per cent of teachers indicated that interpreting the educational or emotional needs of pupils was an area of greatest usefulness on the part of aides.

A question concerning the assistance rendered by bilingual aides did not have application to all schools in the summer program, hence 46 per cent of teachers made no response to it. Of those teachers responding to the question of how helpful bilingual aides had been with bilingual pupils, about 45 per cent of teachers considered that they were very helpful, approximately 30 per cent found them somewhat helpful, and 25 per cent considered them not helpful at all.

The presence of aides was of value in classroom control in the view of 37 per cent of teachers, and was of a little benefit in the view of 36 per cent. The presence of paraprofessionals in the school was felt by 10 per cent of teachers to hamper them considerably in doing what they knew to be best for their classes, while 41 per cent of teachers considered that it hampered them to a small degree. Only 29 per cent of teachers thought that their aides were well qualified to teach children; 59 per cent thought that they were qualified to a small extent. In respect to the time required for teachers to plan and coordinate the work of their aides, 26 per cent of teachers responded that it consumed a great deal of their own planning and teaching time, and 50 per cent responded that it took a little of this time.

QUESTIONNAIRE TO TEACHERS: INTENSIVE AIDE PROGRAM

N = 78

	A Great Deal	A Little	Not At All	No Response
1. HOW MUCH HAVE THE FOLLOWING ACTIVITIES OF YOUR AIDES CONTRIBUTED TO YOUR SUMMER PROGRAM?				
Teaching individual children	83%	10%	0%	6%
Teaching small groups	74%	19%	1%	5%
Preparing lesson materials	39%	39%	16%	6%
Handling classroom routines	45%	42%	8%	5%
Handling instructional equipment	32%	54%	8%	6%
Giving you general clerical assistance	42%	45%	6%	6%
Helping with a difficult or troubled child	42%	36%	15%	6%
Interpreting the educational needs of a child to you	19%	57%	18%	6%
Interpreting the emotional needs of a child to you	19%	49%	23%	9%
2. HOW MUCH DID PLANNING AND COORDINATING THE WORK OF YOUR AIDES SUBTRACT FROM YOUR TIME FOR YOUR OWN PLANNING AND TEACHING?	26%	50%	21%	4%
3. WERE YOUR BILINGUAL AIDES HELPFUL WITH BILINGUAL CHILDREN?	24%	15%	14%	46%
4. DID THE PRESENCE OF AIDES HELP WITH CLASSROOM CONTROL?	37%	36%	21%	6%
5. DID THE PRESENCE OF LARGE NUMBERS OF AIDES IN THE SCHOOL HAMPER YOU IN ANY WAY IN DOING WHAT YOU KNOW IS BEST FOR YOUR CLASS?	10%	41%	42%	6%
6. TO WHAT EXTENT ARE YOUR AIDES QUALIFIED TO TEACH CHILDREN?	29%	59%	3%	9%
7. WHATEVER MAY BE YOUR ANSWERS TO THE QUESTIONS ABOVE, DO YOU THINK THAT, IN THE OVERALL PICTURE, CHILDREN HAVE LEARNED MORE THIS SUMMER THAN THEY WOULD HAVE WITHOUT CLASSROOM AIDES?	62%	23%	6%	9%
8. HOW MUCH DO YOU THINK THE RESPONSIBILITY FOR TEACHING CHILDREN AND HELPING TEACHERS CAUSED YOUR HIGH SCHOOL AIDES TO IMPROVE THEIR OWN COMPETENCE IN BASIC SKILLS?	54%	35%	1%	10%
9. HOW MUCH DO YOU THINK YOUR HIGH SCHOOL AIDES IMPROVED IN ASPIRING TO, AND SEEING THE NEED FOR QUALIFYING THEMSELVES FOR, REWARDING OCCUPATIONS?	44%	44%	0%	12%
10. HOW MUCH SATISFACTION DO YOU THINK YOUR AIDES GOT OUT OF THE FOLLOWING ASPECTS OF THEIR JOB?				
Feeling of having a job	73%	19%	1%	6%
Opportunities to be with children	72%	21%	1%	6%
Having responsibility	69%	22%	1%	8%
Receiving payment	76%	14%	1%	9%

	YES	NO	NO RESPONSE
11. DO YOU SEE ANY FUTURE TEACHERS AMONG YOUR AIDES?	73%	22%	5%
12. WOULD YOU LIKE TO HAVE AS MANY AIDES PER CLASSROOM DURING THE REGULAR SCHOOL YEAR AS YOU HAD IN SUMMER SCHOOL?	53%	41%	6%

In questions referring to the aide program as a whole, 62 per cent of teachers considered that pupils had learned a great deal more than they would have without this program, and 23 per cent considered that children had learned a little more than they would have otherwise. Also, 53 per cent of teachers indicated that they would like to have as many aides in their classrooms during the regular school year as they had had in summer school, while 41 per cent indicated that they would not, and six per cent did not respond. Some inconsistency is apparent between the responses to these two comprehensive questions concerning the aide program and the responses to those particular facets of the aide program just reported. This can possibly be accounted for by certain psychological effects of the presence of aides concerning which no questions were asked on the survey. However, if a large-scale aide program is contemplated in the future it might be worthwhile to subject this inconsistent pattern of response to further scrutiny and interpretation.

9.5 SPECIAL ASPECTS OF THE SUMMER PROGRAM

Some mention should be made of two factors associated with summer school which appeared quite unusual: the general spirit of the summer school and the character of classroom control.

It would seem that the spirit prevailing in the summer session, elusive though it may be, should be recorded. An enthusiastic, agreeable, and relaxed climate pervaded the schools, extending to pupils, aides and faculty. It was also noteworthy that forms and questionnaires sent to teachers and others at school sites, which for various reasons were longer and more numerous than would ordinarily be anticipated, showed a high percentage of return.

Classroom control, usually a difficult area in the Title I schools, seemed to be more relaxed than is normally the case. There was neither strict classroom control nor a scene of children running wild. It was also noted that the number of discipline cases requiring referral to the heads of the summer project was relatively small. The fact that enrollment in summer school was more or less voluntary on the part of pupils must have had some bearing on this situation, along with the fact that a summer program is necessarily less demanding scholastically than the regular school program. However, it is possible that one factor may also have been the presence of aides in the schools in large numbers, which not only ensured much more personal attention for each child, but provided a link with the community, and perhaps a form of security. The fact that more than 40 per cent of aides were high school students may also have been of some influence in this regard.

The assignment of a man teacher to a kindergarten class at one school, and the fact that the arrangement worked out well for all concerned, should be mentioned. Though no matter for astonishment from a rational point of view, it might be said to depart sufficiently from present practice to be considered innovative.

Indications were that the summer session made a large contribution to the total Title I effort in certain of the intangibles affecting its success during the regular school year. It appeared from observation and from parental reaction, especially in the parent questionnaire (Section 9.9), that this program provided not only a memorable educational interlude for the pupils enrolled, but also a large increase in favorable attitudes towards school and in rapport between children and school.

The overall organization and functioning of the summer program was exceptionally smooth on the whole, and characterized by cooperation in the schools above and beyond usual expectations. It is worthy of note in this connection that the entire summer session was staffed by teachers, with no person of administrative status involved in its operation.

9.6 RESOURCE AND AUXILIARY SERVICES

Reading Resource Teachers. During the first week of the ESEA Summer Reading and Mathematics Program, the reading resource teachers visited each of the summer schools, introduced themselves to the various staffs and obtained from them specific information regarding their areas of study and individual needs. An inventory of the compensatory library was made. Multiple copies of trade books and audio-visual equipment were distributed to the schools.

Schedules were established for visitations to the schools, with bi-weekly reading demonstrations held at some of the schools. Schools were given sets of trade books, which formed the basis of reading units. Sets of materials were left with teachers for two-week periods. Each set contained: 1) one trade book, 2) vocabulary bingo game, 3) word cards, 4) picture cards and matching phrase cards, and 5) scrambled vocabulary sentences in envelopes. Phonetic analysis games were distributed to teachers to use in their classes.

Mathematics Resource Teacher. General objectives of this mathematics teacher during the summer included: 1) aiding teachers with new mathematics series, 2) assisting with introduction of innovative mathematics instruction in individual classrooms, and 3) serving as a consultant to teachers and other on-site staff.

School visits were made by mathematics resource teacher as follows:

Name of Schools	Number of Visits
Bessie Carmichael	16
Commodore Stockton	3
Daniel Webster	5
Golden Gate	9
Hawthorne	12
Jedediah Smith	4
John Muir	3
Marshall	6
Sir Francis Drake	3
TOTAL	61

Nature of the visits varied. Some were made to individual classrooms, and consultations with teachers followed. Most trips involved delivery and an exchange of curriculum materials. Contacts with the on-site resource teachers occurred during all visits. In some instances, the purpose was classroom demonstrations for the mutual benefit of teachers and pupils. Other activities included visits by teachers to school sites other than their own. A highlight of the mathematics resource teacher's summer was the arranging of a field trip to the Lawrence Hall of Science, Berkeley, which was a rich learning experience enjoyed by several sixth grade classes from one of the schools.

Music. The music program was integrated with reading and mathematics in the summer school. At the beginning of the summer session, an initial planning session was held, followed by sharing sessions and critiques during the six-week session. Musical activities were planned to reinforce the development of reading and mathematical skills. For example, the words of songs were used to reinforce reading and to increase vocabulary, and the relationship of mathematics to musical notation was explored.

Performance demonstrations were given in each of the schools. Several team teaching projects were set up with the music coordinator. Demonstrations, musical assemblies, and flexible scheduling were highlights of the session. Most teachers felt that they had accomplished much during the six-week period.

Art. The art program was integrated with the reading and mathematics teaching units of classroom teachers. Teachers were informed as to how they could use art to reinforce reading/language and mathematics.

As an example, one successful project was based on papier mache animals which follow an enrichment field trip to the San Francisco Zoo. The classroom teacher then developed the animals into a puppet show written and directed by the class. Scenes were painted and the class developed the characters of their puppets by decorating them and using word imagery in characterizations.

Another example was a language game called "Who Am I?" which followed a self-portrait in crayon and turpentine.

Multi-media Specialists. During the summer the multi-media specialists provided assistance to schools by: 1) demonstrating audio-visual equipment to aides, 2) taking numerous pictures in each of the schools of aides, teachers, and pupils in various activities, 3) video-taping two classes at each of the nine schools. The video-tape episodes, involving teacher-aides and their groups of pupils, will be utilized for future in-service programs.

In addition to the services mentioned above, each of the nine summer schools received: 5 Instamatic cameras, 5 packages of film, and 1 portable tape recorder for use with their pupils during the summer.

Coordinator for Paraprofessionals. The paraprofessional coordinator, with the psychologist, social worker, and community teacher, planned on-site in-service for all summer paraprofessionals. Meetings were held which were approximately one hour per session. Either two or three sessions were held at each of the schools. They were informal in nature, and were concerned with how learning takes place and the development of positive self-image and attitudes in children.

Meetings planned by the paraprofessional coordinator and the resource staff were conducted as follows:

Name of School	Number of In-service Sessions
Bessie Carmichael	3
Commodore Stockton	2
Daniel Webster	3
Golden Gate	3
Hawthorne	2
Jedediah Smith	3
John Muir	2
Marshall	2
Sir Francis Drake	3
TOTAL	23

The aide coordinator, upon meeting with the group of staff responsible for in-service, realized that providing in-service for over 500 aides would be difficult. The group met as a team and spent one morning at each school and had two or three one-hour meetings with small groups of aides.

Meetings were loosely structured purposely. The team decided to find out what the aides' feelings were, what problems they encountered, and how best the aides could be served. A group process approach was used; questions asked by individuals were turned back to the aides. Aides were able to feed practical and interesting information to each other. The team stepped in to give guidance and used the open-ended question technique to answer specific questions.

Speech Services. Speech and language therapists provided both direct and indirect services to children with communication problems. Therapy cases were selected by summer teacher referral, suggestions from regular school-year clinicians, and direct observation in classrooms.

With the advantage of an adequate speech room, excellent equipment, plentiful materials, and a limited number of schools to service, direct quality clinical services were provided to approximately 32 pupils per therapist, all of whom received therapy twice weekly. Caseloads of most speech therapists encompassed a diversity of communication problems, including stuttering, hearing loss, articulation, and language problems.

Indirect services included: 1) Peabody Language Development Kit demonstrations, provided for teachers and aides, 2) assistance to teachers with the preparation of appropriate classwork for children with language disorders, 3) diagnosis and consultation on some of the pre-kindergarten pupils, 4) coordinating of meetings with other auxiliary staff persons to discuss specific cases and general problems, and 6) conducting special field trips for children with speech, hearing, language, or learning problems.

Psychologist. During the summer the psychologist was concerned with helping teachers implement their teaching of language arts and mathematics in ways conducive to the success of the program.

With the majority of pupil referrals, heavy reliance was placed upon group work. Some pupils were found to need more individual help than others. Needs of these children were studied and teacher aides were utilized in helping meet the needs of these pupils. Teacher aides were found to be very helpful in pointing up new ways of helping individual pupils with whom they worked. At each of the schools sessions were held with the teacher aides, where the progress of children was discussed. These sessions provided a better understanding of some of the problems involved in learning situations. A high degree of close cooperation was achieved between the psychologist and other staff involved in the summer program.

Social Worker. The goal of the social worker was to provide social work service: those of case worker, collaborator, coordinator, and consultant to the school staff served by the program. Of particular importance was the work done with aides who served in the summer program.

As part of a team of resource people, along with the aide coordinator, the community teacher, and the psychologist, the social worker participated in the group discussion meetings conducted at each of the schools.

Much of the work that was accomplished involves change over a longer period of time than was measurable during the summer session. Final results show up in time ahead in having shared new understandings, learned a new technique, clarified a distortion or prejudice, or shared some positive interchange which remained meaningful.

Community Teacher. The community teacher helped coordinate community involvement within the various schools, promoted inter-group activities within the schools, and assisted the community aides in the nine summer schools.

The community teacher worked with the auxiliary team made up of the psychologist, social worker, and aide coordinator. Group meetings were conducted with all aides in the nine summer schools. Aides were allowed to express their feelings freely, with every idea being given its expressed value.

Some community involvement and community activities took place in certain schools. In one school, "Police Dog Show -- Community Open House" allowed parents to meet teachers in a relaxed situation. At another school an "Art Open House" was held for the parents during which parents watched their children working in art classes. An "International Day" conducted at one school provided entertainment from different ethnic groups, with various ethnic dishes donated by parents of the community.

Intergroup experiences were further promoted through field trips, which provided pupils of one ethnic-cultural background the opportunity to visit a school and community entirely new to them.

9.7 LIBRARY SERVICES AND FIELD TRIPS

Library. Library services provided during the summer had four objectives:

Stimulating pupils to read

Finding needed information for pupils and teachers

Guiding children in their choice of books

Helping children who were having difficulty in finding books

These objectives were accomplished through: 1) assistance to children in selection of books, 2) reading books aloud to pupils, 3) checking books out to promote reading outside the library, 4) allowing children to share their books with their classes, and 5) showing films and filmstrips based on books. The following films and filmstrips were used during the summer:

"Grand Canyon"	"John Henry"
"Ishi in Two World"	"Time of Wonder"
"Island of the Blue Dolphins"	"Tom Thumb in King Henry's Court"

One of the librarians commented as follows:

> "I enjoyed working with the children and teachers. The library provided helpful, interesting and meaningful experiences for all the children at this school."

No books were circulated during the last week of school, although classes were met by the librarians. Time was spent introducing materials to pupils which pertained to field trips that had been taken or materials for storytelling. The number of library books circulated during the summer is indicated below.

CIRCULATION OF LIBRARY BOOKS IN NINE ESEA TITLE I SUMMER
SCHOOLS FOR FIVE WEEKS, FROM JUNE 22 THROUGH JULY 24, 1970

NAMES OF SCHOOLS	WEEK ENDING					
	June 26	July 3	July 10	July 17	July 24	Total
Bessie Carmichael	190	236	178	156	106	866
Commodore Stockton	153	147	109	102	79	590
Daniel Webster	160	203	193	156	82	794
Golden Gate	45	85	57	49	50	286
Hawthorne	200	350	350	350	350	1600
Jedediah Smith	26	172	84	113	95	490
John Muir	325	362	426	429	429	1971
Marshall	325	366	421	435	416	1963
Sir Francis Drake	135	122	116	111	102	586
TOTALS	1559	2043	1934	1901	1709	9146

Field Trips. Many enrichment field trips were taken by pupils and their teachers during the Summer Reading and Mathematics Program.

The field trips served four basic purposes:

As a motivational tool

As a subject for the pupils to write about

As an introduction to a new unit of study

As a culmination of lessons that had been taught in class

Besides the bus trips to points of interest in San Francisco and the Bay Area, there were many walking excursions within the immediate school neighborhood which also served as subject matter for written expression.

The following is a partial list of field trips taken during the summer:

- Angel Island
- Aquatic Park
- Bakery
- Beach
- Cable Car Barn
- California Academy of Sciences
- Chinatown
- Chinatown Lotus Fortune Cookie Factory
- Dairy Farms
- DeYoung Museum
- Fleishhacker Zoo and Storyland
- Firehouse
- Firemen's Training School
- Fishermen's Wharf
- Flower Mart
- Gilman Park
- Golden Gate Park
- Grace Cathedral
- Hall of Justice
- Huntington Park
- Jackson Park
- Japanese Cultural Center
- Japanese Tea Garden
- Josephine Randall Junior Museum
- Knowland Park Zoo
- Lafayette Park
- Lawrence Science Museum
- Marine World
- Missions Dolores
- Morrison Planterium
- Moss Beach
- Mounted Police Station
- Muir Woods
- Oakland Baby Animal Zoo
- Pacific Telephone Company
- Palace of the Legion of Honor
- Portsmouth Square Park
- Post Office
- Printing Company
- San Francisco Harbor Tour
- San Francisco Maritime Museum
- Sigmund Stern Grove
- Southern Pacific Train Ride
- SPCA
- State Offices in Sacramento
- Steinhart Aquarium
- Strybing Arboretum
- Tortilla Factory
- Waterfront
- Wells-Fargo History Room

On page 9-35 is a record of field trips taken by one school participating in the Title I summer program, together with teachers' comments on the purposes served by these trips.

RECORD OF FIELD TRIPS IN ONE SELECTED ESEA TITLE I SUMMER READING AND MATHEMATICS PROGRAM ELEMENTARY SCHOOL -- 1970

RECORD OF FIELD TRIPS

Date	No. of Pupils	Destination of Trip	Purposes
6/24	15	Golden Gate Park	Attended celebration of 100th anniversary of the park
7/1	14	Aquatic Park and Fisherman's Wharf	Visited Maritime Museum and watched U.S.S. Coral Sea come under the Golden Gate Bridge
7/7	11	Josephine Randall Junior Museum	Studied, held, and petted animals
7/9	14	Marine World	Studied fish and other aquatic organisms
7/15	10	Chinatown, including Fortune Cookie Factory	Visited Chinatown and saw how fortune cookies are made
7/21	9	Aquarium	Follow-up study of fish from the Marine World trip
7/27	14	San Francisco Harbor Tour	Learned about ships, wharfs, and the harbor area
7/29	14	Oakland Baby Animal Zoo	Sensory contact with animals and a trip across a bridge

Summary of Teachers' Comments

1. Main purposes of the trips for this school were enjoyment of new experiences and enrichment.

2. Follow-up on all field trips was a language experience. Advantages of field trip experiences in improving language were as follows:

    Oral language was used in group planning prior to trip and in retelling experiences for chart-building afterwards.

    Give-and-take of ideas took place as experiences were discussed.

    Excursions sharpened sensory acuity, particularly visual and auditory.

    Concepts and vocabulary were expanded.

    Reading about one's own experiences emphasized to pupils that reading is getting meaning from printed words.

9.8 INDIVIDUAL PUPIL INFORMATION SHEETS

Pupil Information Sheets were completed by summer school teachers for 1,503 pupils individually. In addition to basic information requested on these forms, teachers were asked: "In your judgment has this pupil's reading ability improved during the summer program?" They replied to this question as follows:

Reply	Number of Pupils	Per Cent
A Great Deal	342	22.8%
Somewhat Improved	959	63.8
Not at All	155	10.3
No Reply	47	3.1
N = 1,503	Totals 1503	100.0%

Teachers also reported pupils' gains in language-arts skills in the following comments:

TEACHERS' COMMENTS: READING

> "He was a delightful pupil, tried hard, achieved well, and usually produced neat work. He experienced the good feeling of accomplishment this summer."
>
> "She was somewhat slow in reading last year, and this summer's reading program has served to strengthen and improve her previous learning."
>
> "He has a language problem but he has, in spite of this, shown great improvement in reading during the summer."
>
> "He spoke almost no English in June and has learned an amazing amount this summer. He is straight from India."
>
> "He knew no English at all. He now communicates somewhat and is very eager to try, compared to what he did at first."

Teachers replied to the question, "In your judgment has this pupil's ability in mathematics improved during the summer program?", as follows:

Reply	Number of Pupils	Per Cent
A Great Deal	391	26.0%
Somewhat Improved	914	60.8
Not at All	139	9.3
No Reply	59	3.9
N = 1,503	Totals 1503	100.0%

Teachers reported pupils' gains in mathematics in the following comments:

TEACHERS' COMMENTS: MATHEMATICS

"He appeared to be very enthusiastic about his work, especially in mathematics. The more his work was praised, the greater became his zest for learning."

"His mathematics has shown a great deal of visual improvement with larger numbers and sets."

"She has improved greatly with speed and has improved with larger numbers."

"She has shown great improvements in mathematics, especially in multiplication and division."

"Juan needed the practice and individual assistance that he received this summer. His mathematics skills greatly increased and he learned how to tell time."

In the comments section of the teacher questionnaire, many of the teachers pointed out that they had noticed definite improvements in pupils' attitudes toward school and the development of self-confidence.

TEACHERS' COMMENTS: ATTITUDES AND SELF-CONFIDENCE

"She had improved in her attitude toward school life. During the last few weeks of summer school, she improved in reading and mathematics. When she first came to school, she needed to improve cleanliness and neatness. She learned to come to school neat and clean, and became courteous."

"She had been working intensively with teacher aides and had been handled very gently. Her reading ability as well as her self-image improved a great deal."

"Our adult teacher aide helped him in many ways. He gained self-confidence by her constant attention."

"He seemed to have enjoyed summer school and his relationship with the high school and adult teacher-aides. He seemed to thrive on being given responsibilities in class and took pride in doing his work well."

"Definitely improved in her emotional attitude. She became interested in art especially. Math and reading improved somewhat, but this pupil will still need special help."

"He has shown more interest and a better attitude in the summer program than during the spring semester. This was possibly due to the more relaxed classroom atmosphere and the development of positive relationships with high school aides."

9.9 PARENT REACTIONS TO SUMMER READING AND MATHEMATICS PROGRAM

Questionnaires in English and in Spanish were distributed to parents of pupils enrolled in the summer program. These questionnaires contained eleven questions about parents' reactions to the program. Returned questionnaires numbered 777. Many parents had more than one child attending Title I summer school; a large number of the questionnaires returned, therefore, refer to more than one child. Responses to questions one through five are show below.

Questions	Very Much	A Little	Not At All	No Reply	Totals
"Does your child like the Summer Reading and Mathematics Program?"	79%	19%	2%	1%	101%
"Does your child tell you about summer school?"	61%	33%	5%	1%	100%
"Do you feel that your child's reading ability has improved this summer?"	49%	42%	6%	3%	100%
"Does your child read more at home this summer?"	39%	43%	14%	4%	100%
"Do you feel that your child's mathematics skills have improved?"	49%	41%	6%	4%	100%

N = 777

Parents' responses gave evidence that the majority of pupils who had participated in the ESEA Summer Reading and Mathematics Program enjoyed it. A total of 471 parents (61 per cent) stated that their children spoke to them about the summer program. This indicated pupil interest in the reading and mathematics activities carried on during the summer.

The majority of parents, 91 per cent, felt that their children had improved in reading during the summer. Reflecting added pupil motivation in reading, 82 per cent of parents indicated that they noticed their children read more at home than they did previously. Most parents, 90 per cent, believed that their children had improved in mathematics skills during the summer.

The responses to Questions Six through Ten are shown below.

Questions	Yes	No	No Reply	Totals
"Has your child benefited from the Summer Reading and Mathematics Program?"	89%	5%	6%	100%
"Has your child made new friends this summer?"	90%	6%	3%	99%

Questions	Yes	No	No Reply	Totals
"Would you send your child to the Summer Reading and Mathematics Program next summer?"	92%	4%	4%	100%
"Had you received informaion about the Summer Reading and Mathematics Program before it started?"	67%	30%	3%	100%
"Did you visit the school this summer?"	39%	59%	3%	101%

N = 777

Responses from parents indicated that most felt that their children benefited from the summer session, had made new friends, and planned to attend future summer programs.

Responses to the last question on the Parent Questionnaire (Question Eleven) were as follows:

Question	Very Helpful	Somewhat Helpful	Not Particularly Helpful	No Reply
"How much do you think the ESEA Summer Reading and Mathematics Program has helped your child?"	65%	8%	2%	25%

N = 777

In summary, 73 per cent of parents found the Summer Reading and Mathematics Program to be either very helpful, or helpful to a degree, for their children, 25 per cent did not answer the last question, and 2 per cent felt that the program was not particularly helpful.

Parents were asked to make additional comments or suggestions if they wished. A few of the pertinent comments and suggestions are as follows:

PARENT COMMENTS ABOUT THE SUMMER READING AND MATHEMATICS PROGRAM

"My child felt that her teacher taught these subjects in such an interesting way that learning was not a chore. The comfortable atmosphere within the classroom was conducive to learning. She thoroughly enjoyed the art classes as well as all the field trips. It was a joy to listen to her bubble over with the interesting things that were going around her all the while she attended school this summer."

"My son now has more confidence in himself."

"She developed more ability and seriousness in her studies. Being a recent arrival from the Philipines, it will surely prepare her better for the regular school term."

"My daughter acquired greater understanding of the principles and processes involved in modern mathematics. Furthermore, she now enjoys doing math and her interest in reading has been heightened considerably."

"To my way of thinking, the ESEA Summer Reading and Mathematics Program is a necessity and truly meets an urgent need; it is a program which needs to be fostered and enriched."

"The Summer Reading and Mathematics Program has been a positive challenge for my child, as evidenced by her interest and aggressiveness to perform at her best."

"She achieved a great deal because of the extra help of teacher-aides and the opportunity offered by enrichment field trips."

"My child has benefited from the Summer Reading and Mathematics Program. Where she had difficulty counting from 1 to 100, she can now do it with ease. She also knows her subtraction and addition better."

"This program has helped my son in many ways. He has developed the ability to tackle new words; therefore his vocabulary has broadened by using them."

"I firmly believe this program was of great value to my child. I can tell a big difference between now and the time he was enrolled in June."

CHAPTER 10

EDUCATIONAL IMPROVEMENT ACT OF 1969 (AB 606)

This chapter deals with those intensive services provided to the ten ESEA Title I schools under the Educational Improvement Act of 1969 (AB 606). The time schedule for this project approved by the California State Department of Education was January 26, 1970 through June 30, 1970. The Local Educational Agency did not receive notice of approval until February 15, 1970, however.

School-site staff members were brought together for planning sessions on how existing services could be expanded and improved and what new services would be desirable under AB 606. Discussions were also held on how new services could be implemented. Most schools wanted additional services involving personnel in the areas of reading and mathematics.

Services desired from other departments of the San Francisco Unified School District would be made available through the Office of Innovative Programs, with direct responsibility being delegated to the school-site administrator, who in turn would involve the services of the Title I school staff development specialist. All staff personnel and all services, regardless of funding source, would be coordinated on the school site and be made available to the pupils identified for the ESEA Title I program.

There were no changes to be made from the existing Title I program with regard to number of participants, target schools, grade levels, or performance objectives in reading, language, and mathematics.

The Outdoor Education Activity was expanded to involve 30 high school students identified as two percenters. Involvement consisted of two different identified gifted students participating in the Outdoor Education Activity each week and serving as docents. These students, with their background in physical and natural sciences, not only established personal relationships with elementary school age participants, but also provided for more individualization of the program. In return, the gifted students were provided with an opportunity to work with elementary school disadvantaged youth and were able to increase their own skills in the area of outdoor education activities.

The Parent Education Activity consisted of planned group meetings with parents, at which time the existing reading and mathematics program of the school was described by the school staff. Also, involvement with classroom teachers took place, during which specific suggestions as to how parents could help children succeed in school were discussed. Each of the five schools participating in this activity had the latitude to design and construct its own parent education program in conjunction with the Adult Education Division of the San Francisco Unified School District. The Adult Education Division has many qualified and knowledgeable instructors who provided the continuity and the know-how for this program to succeed.

Teachers and administrators of Title I schools expressed a desire for additional in-service training in order to strengthen the existing Title I program. School-site personnel decided that, in order to accomplish this objective, three additional organizational systems for in-service training for Title I schools should be initiated: 1) on-site in-service at ten schools; 2) an in-service program for aides at four schools; and 3) an intensive workshop for six schools.

10.1 ON-SITE IN-SERVICE AT TEN TITLE I SCHOOLS

The total staff of each of the ten Project schools constitutes an in-service group inasmuch as all students in each Project school are Project participants. Participation in this in-service activity was mandatory for all school-site personnel. Participants included all classroom teachers, guiding teachers, compensatory teachers, staff development specialists, administrators, social workers, psychologists, speech therapists, community teachers, and librarians.

The major objective of this in-service activity was to improve instructional skills of participants in the subject areas of reading and mathematics. The second important objective was to improve the skills of participants in diagnosing individual pupil educational and learning deficiencies in the areas of reading and mathematics.

The organizational system used for this in-service activity was that of a workshop at each school site. Substitute time was provided at each school to release all classroom teachers, thus allowing them to meet with other school-site personnel for three hours twice per month during the regular school day.

Provision was made to contract with reading and mathematics specialists outside the District or consultants from local colleges and universities for in-service leadership. Each school site selected the specialist-consultant it wanted to work with its staff. Each school-site staff also selected the particular instructional technique or approach to be used from among those designated as the most successful techniques and approaches, such as:

> Discussion of problems and development of solutions by participants with the specialist-consultant.
>
> Construction and/or development of media used for classroom instruction or diagnosis with the guidance of the specialist-consultant.
>
> Listening to formal presentations by the specialist-consultant followed by planned small-group discussions.
>
> Small groups which provide a structure for frequent discussion among participants and specialist-consultant were encouraged.
>
> Provision for follow-up activities was made within each succeeding in-service session by allowing time for participants and consultants to discuss the effectiveness and possible modification of the new skills and techniques after they had been used with pupils in the classroom.

10.2 IN-SERVICE AIDE PROGRAM FOR FOUR TITLE I SCHOOLS

An in-service program was provided for regular classroom teachers and their aides participating in the intensive classroom aide program in four Title I schools.

The organizational system for this in-service activity was that of a workshop at the individual school site level. Sessions were held on a half-day basis during the regular school day at school sites. Substitutes were provided to release regular classroom teachers for participation in this in-service activity along with their classroom aides. Participation was mandatory for all classroom teachers and their aides. The major objective was to improve the skills of all participants in the use of adult teacher aides during instruction. The second important objective of these sessions was to change the attitudes of the participants by improving intergroup and intercultural understanding.

Provision was made to contract with a specialist-consultant from outside the District to serve as an in-service leader for each of the four Title I schools involved in this program. The instructional technique or approach used was:

> Discussion of problems and development of solutions by participants with the specialist-consultant; or
>
> Listening to formal presentations by the specialist-consultant, followed by planned small-group discussions.

Follow-up activity was provided by the specialist-consultant which involved discussing the effectiveness and possible modification of new techniques and approaches after they had been used in the classroom with pupils.

Of 132 evaluation forms returned, 76 indicated that the specialist-consultants were more than welcome to return to explore more in depth their original topic or to speak on another topic. Because the school sites were allowed to choose their own consultants, their needs were catered to, and hence the material seemed more relevant to their needs. These points indicate the success of the specialist-consultants.

Comments indicated that the site-personnel felt at home in their surroundings. They did not have to travel to, and park at, a different site. This added to the positive psychological climate. Unfortunately, some paraprofessionals and teachers felt that they should not necessarily be lumped together for all in-service meetings because of the fact that their needs were different.

There were times when entire faculties could not get together for their on-site in-service, hence all did not share in the benefit of the program. A few consultants had to cancel their meetings at the last minute. The on-site personnel had rearranged their schedules and made special plans for the in-service, all for naught.

It is recommended that school sites continue to be allowed a voice in choosing their consultants. In addition, aides should probably have more rudimentary types of in-service. Allow the teachers to choose their consultants; allow the aides to choose their consultants; allow both groups to decide jointly on consultants for common meetings.

The following tables summarize attendance and fulfillment for classroom teachers during the on-site consultant-specialist in-service for teachers and aides.

CLASSROOM TEACHER ATTENDANCE BY GRADE LEVEL DURING CONSULTANT IN-SERVICE

School	Date	Attendance by Grade Level								
		K	1	2	3	4	5	6	Total	Proposed
A.	4/23		3	3	3	2	4	3	18	34
	4/27		2	2	4	3	3	3	17	34
B.	5/6		3	5	2	1	1	2	14	21
	5/20		4	3	2	3	1	1	14	21
C.	4/29		2	3	3	2	3	1	14	26
	5/8		2	3	2	3	5	4	19	26
D.	4/28		3	2	4	4	2	-	15	29
	5/12		4	3	4	5	5	-	21	29

CLASSROOM TEACHER "FULFILLMENT" DURING CONSULTANT IN-SERVICE

School	Date	Level of "Fulfillment"					Total Attendance	Proposed Attendance
		Low				High		
A.	4/23				7	11	18	34
	4/27				9	8	17	34
B.	5/6				1	13	14	21
	5/20			2	1	11	14	21
C.	4/29			2	3	9	14	26
	5/8				14	5	19	26
D.	4/28			4	3	8	15	29
	5/12			2	7	12	21	29

10.3 INTENSIVE WORKSHOP FOR SIX TITLE I SCHOOLS

Six Title I schools requested a District-sponsored intensive in-service workshop by grade level. Each grade level workshop was held during regular school time, either in the mornings for one week, or in the afternoons for one week.

In order to enable the same five classroom teachers at each school to attend five consecutive grade level half-day workshop sessions, five substitute teachers were to have been provided each of the six schools.

The primary objective of this intensive in-service component was to improve the skills of the participants in diagnosing individual pupils' educational and learning deficiencies in reading and mathematics. The secondary objective was to improve the instructional skills of the participants in the subject areas of reading and mathematics.

The following techniques were used with the in-service participants:

Discussion of problems and development of solutions by participants with the specialist-consultant;

Construction and/or development of media used for classroom instruction or diagnosis under the guidance of the specialist-consultant;

Listening to formal presentations by a specialist-consultant, followed by planned small-group discussion.

The specific areas to be dealt with in mathematics and reading were determined by canvassing teachers prior to the start of the intensive workshop. After needs were made known, consultants were engaged to speak in these areas. The subjects and consultants for each grade level are listed on page

CONSULTANT	SUBJECT
Kindergarten	
Thelma Harms	Reorganizing the Environment
Dr. Philip Calanchini	Early Diagnosis/Learning Disability
Lois Coprivisa	Language Development
Dr. Leonard Dalton	Behavioral Objectives
Alice Whitsell	Assessment in Learning
First Grade	
Marion Roth	Language Is Experience Is Language
M.J. Fernandez/L. Del Grande	Behavioral Objectives
Alice Palmer	Language Development
Joan Joy Cheifetz	Individual Instruction
Rosalie Agegian	Diagnosis and Remediation
Second Grade	
Marilyn Hanf (Two sessions)	Language Development
Don McGuigan	Behavioral Objectives
Thelma Harms	Activity-Centered Learning
Marion Roth	The Language Experience
Third Grade	
Dr. Grace Brown	Diagnosis/Remediation
M.J. Fernandez/L. Del Grande	Behavioral Objectives
Dr. Martha Maxwell	Classroom Management
Joan Joy Cheifetz	Creative Writing
Helen Caddick	Diagnosis/Remediation
Fourth/Fifth Grades	
Dr. Maxwell	Comprehension
Heber Meeks	Behavioral Objectives
Thelma Dickey	Concepts and Vocabulary
Jean Pierce	Assessment
Dr. Maxwell	Habits and Study Skills
Fifth/Sixth Grades	
Dr. Maxwell	Comprehension
Heber Meeks	Behavioral Objectives
Thelma Dickey	Concepts and Vocabulary
Jean Pierce	Assessment
Dr. Maxwell	Habits and Study Skills

The proposed attendance by teachers for the various grade levels in each school was as follows:

	Teachers in grades*:							
School	K	1	2	3	4	5	6	School Total
Golden Gate	3	5	4	2	3	2	3	22
Commodore Stockton	4	6	6	6	4	5	4	35
Daniel Webster	3	2	3	2	3	2	2	17
John Muir	3	7	5	5	4	5	3	32
Hawthorne	5	8	6	4	-	-	-	23
John Swett	2	2	2	2	2	2	1	13
Total by grade level	20	30	26	21	16	16	13	142

*Includes split grades, 4/5 and 5/6

In actuality however, the desired numbers never showed. Due to on-site in-service, and difficulty in providing substitutes, a full complement was never achieved. The following table illustrates the number of classroom teachers in actual attendance.

NUMBER OF CLASSROOM TEACHERS IN ACTUAL ATTENDANCE
BY DAYS AND GRADE LEVELS

	K	1	2	3	4&5	5&6	T
5 days	8	9	8	5	6	7	43
4 days	4	6	6	4	4	2	26
3 days	4	3	2	3	4	3	19
2 days	1	6	4	4	-	2	17
1 day	-	3	2	3	4	4	16
Total	17	27	22	19	18	18	121
Proposed	20	30	26	21	24	21	142

A few schools sent classroom teachers to the in-service sessions who did not belong there, i.e., a second grade teacher attended a kindergarten session, and a kindergarten teacher attended a first grade session.

The following tally shows the number of hours of classroom teacher participation by school and by grade level.

NUMBER OF HOURS OF CLASSROOM TEACHER PARTICIPATION

School	K	1	2	3	4/5	5/6	Total Actual Hours	Proposed Hours	% of Hours by School
Commodore Stockton	36	66	45	60	72	81	360	525	69
Daniel Webster	30	24	45	42	60	30	231	255	91
Golden Gate	39	72	54	36	57	45	303	330	92
Hawthorne	90	96	105	69	-	-	360	345	104
John Muir	33	42	30	30	45	39	219	480	46
John Swett	42	24	30	30	36	21	183	195	94
Total Actual Hours	270	324	309	267	270	216	1,656	2,130	78
Proposed Hours	300	450	390	315	360	315	2,130		
Percent of Hours by Grade Level	90	72	79	85	75	69	78		

Evaluation of the intensive in-service was accomplished by the use of pre- and post-surveys. The "pre" and "post" evaluation instruments listed those areas that were to be covered by the in-service workshop. At their first meeting, the teachers were to indicate those areas that they felt were non-applicable to them, and then those areas where no in-service, some in-service, more in-service, and a great deal more in-service were needed. At the end of each week's workshop session a similiar form was given them with the same topics and needs listed. A comparison was made between the surveys at the beginning and the end of the course. A summary of teachers' "pre" and "post" responses is given on page 10-10.

PRE-POST SUMMARY OF RESPONSES BY TEACHERS ATTENDING A WEEK-LONG IN-SERVICE WORKSHOP

Purpose of in-service sessions was to provide needed information and techniques desired by the classroom teachers, as indicated on a pre-session survey. Tabulation below gives summary of teachers' responses to the following question:

1. HOW MUCH IN-SERVICE EDUCATION DO YOU FEEL YOU NEED IN THE FOLLOWING AREAS?

AREA OF IN-SERVICE	Not Applicable		None Needed		Some Needed		More Needed		A Great Deal Needed	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Developmental Reading	22	26	18	20	20	30	23	21	33	16
Phonics	12	21	29	31	25	23	23	19	27	19
Vocabulary and Dictionaries	16	18	20	23	30	35	24	19	26	18
Habits and Study Skills	25	17	29	32	24	28	22	20	16	16
Comprehension	14	16	17	24	33	29	22	23	30	21
Visual Discrimination	14	16	24	21	22	26	25	25	31	25
Structural Analysis	18	20	34	30	26	22	21	24	17	17
Classroom Organization	25	22	26	34	17	15	32	21	16	21
Reading Interpretation	21	16	29	34	26	19	21	18	19	20
Oral Reading	18	21	33	30	23	21	20	16	22	25
Diagnosis of Reading Needs	13	13	18	29	25	26	33	24	27	21
Remediation of Reading Needs	18	17	33	27	22	22	26	26	17	21
Developmental Reading Readiness	25	17	17	32	26	16	16	20	32	28
Spelling	20	20	22	26	33	30	18	21	23	16
Listening Skills	30	16	20	25	22	21	33	30	18	21
Concept Development	12	23	25	31	23	19	29	21	27	19
Oral Expression	19	21	28	34	27	22	19	21	23	15
Creative Writing	22	25	25	25	31	16	14	21	24	26
Writing of Behavioral Objectives	31	35	29	31	19	18	22	20	15	9
Detection of Learning Disabilities	17	19	18	22	20	18	29	34	32	20
Classroom Management	21	22	26	34	34	21	18	15	17	21
Teacher Self-Evaluation	17	18	21	33	34	26	26	21	18	15
Human Relations	23	21	27	19	29	31	12	19	25	23
Use of Audio-Visual Aids	22	22	17	21	33	26	26	27	18	17
Children's Literature	27	13	33	29	25	26	18	21	13	24
Developing Pupil Self-Control	17	21	14	23	22	29	30	16	33	24
Individual Reading	16	28	25	32	29	20	24	16	22	17

Pre-survey: N=116
Post-survey: N=113

The summary sheet above shows the cumulative totals for the pre- and post-survey. The post-survey showed that the subjects discussed fifteen areas were well covered and therefore needed less or no discussion in the future. Twelve areas remained the same, i.e., the instruction was such that the classroom teachers did not necessarily benefit, and still felt that they needed some in-service.

Recommendations for future in-service courses include providing time for adequate planning. Time is needed to canvass teachers to see what their needs are, and then in turn find the proper consultants to instruct the in-service sessions. The Educational Improvement Act of 1969 did not provide the time required to contact the instructors, receive resumes, get Board action, and in some cases, allow for last minute cancellations.

In addition, follow-up activities must succeed all scheduled in-service meetings. This should be coordinated between the Title I staff development specialist and the various school staff development specialists. To insure that such "follow-up" is meaningful, in-service should be scheduled for the fall and not for the late spring prior to the conclusion of the school year.

The school staff development specialist must be given the responsibility for the coordination and implementation of all in-service activities. The administration, Title I staff, and teachers must be made aware of the necessity for cooperating in matters of attendance and scheduling.

Too often, beginning teachers without any previous experience, or very little experience, were designated as specialists because of the difficulty of filling specialist positions at this point in the school year. Problems therefore arose with the more experienced teachers, and the usefulness of specialists was then limited.

One person at each school should be designated as a paraprofessional resource teacher. Delegated duties would be to coordinate the aide program and give in-service instruction to them.

10.4 INTENSIVE AIDE PROGRAM

The Educational Improvement Act of 1969 provided for the hiring of an additional 222 aides. These aides were recommended by the site administrators and processed by the San Francisco Para-professional Office. This program was in effect January 26, 1970 through June 30, 1970. However, most of the aides were hired sometime between March 2, 1970 and March 10, 1970.

Four schools (Jedediah Smith, Marshall and Marshall Annex, Bessie Carmichael/Lincoln, and Daniel Webster) requested that their aides be part of an intensive aide program. The four schools were allotted $110,064; this amounted to $495.78 per aide.

The intensive aide program provided for more individualized instruction in the areas of reading and mathematics, and also provided for more opportunities for teacher-pupil relationships. Aide involvement consisted of providing a classroom team approach. One teacher at each grade level, kindergarten through sixth, was provided with five classroom aides to tutor and assist in general classroom learning situations. Because 50 percent of the aides came from the school-site community , there were, also, more opportunities for establishing positive school-community relationships. Parents were welcome as volunteers. Other aide sources were college students. All aides were processed through the Para-professional Services Office. An in-service aide program, along with teacher in-service, was a part of this activity. Consultants and teachers provided the necessary leadership for this phase of the program. The in-service activity took place during the school day, with teachers participating on a released time basis.

The aide activity did not require any change in the regular heterogeneous classroom grouping procedure. This meant that within the classroom the aide worked on an individual basis or with small groups of pupils, under the direction of a professional. The aide provided follow-up activities, drill work, storytelling, and listening activities, and provided a bridge between the special help the child received and his regular classroom work.

To evaluate this segment of AB 606, questionnaires were given to teachers and their aides. The purpose of this was to describe and make recommendations for future paraprofessional services.

Of the aides, 72 percent responded to the questionnaire. This high response was partly due to the fact that the evaluator personally delivered the questionnaires to the school staff development specialist, discussed in detail the purposes, and had the SSDS then be responsible for passing out and collecting the questionnaires from the aides.

At the same time, a committee of aides was meeting weekly to help draft a "Paraprofessional Handbook". The evaluator served as one of the consultants to the handbook committee, and in turn used this opportunity to explain the purposes, and ask for suggestions and comments regarding the questionnaire.

Community Aides and Community Activities. Aides from the areas of the school concerned were 71 percent of the total. Of these, 78 percent were parents and 11 percent were students. Of these parent/student community aides, 74 percent indicated that they were active "a great deal" or "some" in school/community organizations.

Teacher Comments Regarding Aides. Most teachers and principals felt that the aides very definitely improved school-community relations. As a result of working in the schools, parental attitudes became more positive; parents were also in a better position to help their children academically.

> "My aide takes pride in the room. She sees things with Latino eyes and relates this to the community."

> "There is a greater understanding of the pressures on teachers and parents and their roles in educating children--greater respect for each other as human beings."

> "Negro aides are well-groomed and well-mannered. Gives children a better self-image."

> "One aide has a child in the school. After working in the classroom she said she had no idea of how much preparation and teaching time were required to help children."

> "The use of aides in the schools give the people pride--pride in oneself and the community."

> "The aides recruited from the immediate community have proved themselves. They have become a real part of the school program. All of the aides are sincerely devoted and enthusiastic."

> "Several aides and volunteer parents who have gone on trips have said they wonder how we handle so many children. They expressed appreciation of our work as a result of seeing classes in action."

> "Aides quickly become aware of the school's problems in relation to teacher-pupil classroom activities. Working in this capacity, aides inform the community and community organizations of the existing problems and get everyone involved."

> "Behavior has greatly improved since our aides began. Most of the aides are local parents and I've gotten to know the community better and the community is learning firsthand what goes on in the schools."

Unfortunately, most of the positive comments centered around the aides and/or community having improved attitudes toward school. Very few comments indicated any change in the view of teachers and/or schools of the parents and community.

Length of Service. Most of the aides hired under the Educational Improvement Act had no prior experience as aides. This was their first experience as aides, hence they had served only in the one school. Those aides with prior experience were already employed by ESEA Title I.

Educational Background of Aides. The following table shows the educational background of both the community and non-community aides.

LEVEL OF EDUCATION

	Community Aides		Non-Community Aides	
	Number	Percent	Number	Percent
Elementary School	2	2	0	
Junior High School	6	5	0	
Senior High School	53	47	17	36
Trade or Business School	16	14	2	4
College, 1-2 years	23	20	10	21
College, 3-4 years	10	9	11	23
College, post-graduate	3	3	7	15
Totals	113	100	47	100

N=160

Twenty-eight aides spoke Spanish, six spoke French, eight spoke Tagalog, three spoke German, two spoke Italian, and one spoke Hawaiian. Most of the aides, particularily those speaking Spanish and Tagalog, were assigned to schools in which their foreign-speaking abilities could be utilized. In addition, eighty-two could type and thirty-four could play a musical instrument.

Hiring and Assignment of Aides. The Para-professional Office of the San Francisco Unified School District was ultimately responsible for the hiring of the aides. Most of the aides had been screened through the principals at the school sites, however.

About 70 percent of the 135 teachers (having aides) who responded to the questionnaire did not have any choice in the selection of their aides, i.e., the aides were arbitrarily assigned. Of the teachers having aides 85 percent indicated that they would like some choice in the selection of their aides.

Aide Work-Week. Aides worked fifteen hours per week; 64 percent of the aides responding to the questionnaire indicated that they would like more working hours. The mean number of desired working hours per week was 30.

Aide Responsibilities. Prior to beginning work as an aide, 62 percent indicated that they understood their responsibilities; 35 percent indicated "somewhat", and 3 percent indicated "not at all".

The following indicates the time spent on various duties during the work-day.

TIME EXPENDED AS AN AIDE

Amount of Time Spent Activities	A Great Deal		Some		Little		None		No Response	
	%	N	%	N	%	N	%	N	%	N
Getting Training	36	42	31	49	15	24	17	27	12	19
Teaching	46	73	39	62	7	11	4	7	5	8
Clerical Duties	7	11	22	35	24	38	36	57	13	20
Yard Duty	6	9	6	10	4	6	1	1		
Decorating	1	2	6	9	2	3				
Supervising Children	1	1	1	2						
Correcting Papers	1	1	1	2	2	3				
Collecting Money	1	2	1	1	1	2				
Cleaning			1	1						
Audio-Visual Operations	1	1	2	3	1	1				
Training Other Aides			1	1						
Constructing Teaching Aids	1	1	1	1						
Miscellaneous	1	1	4	7	3	5				

It is apparent that the aides engaged in a wide range of activities, although training, "teaching", and clerical duties consumed the largest percentage of time.

Teacher Evaluation of Aide Service. Teachers indicated that aides were most helpful in tutoring and with classroom routines such as the preparation of materials, clerical work, and operation of audio-visual equipment. The following illustrates teachers' opinions of the helpfulness of aides in selected areas.

TEACHER EVALUATION OF THE HELPFULNESS OF AIDES

How helpful have aides been in:	Very Helpful	Helpful	Not Helpful
Tutoring individuals	62%	24%	14%
Tutoring small groups	60%	26%	14%
Classroom routine	51%	30%	20%
Preparation of Materials	49%	24%	26%
Audio-visual	24%	22%	54%
Clerical work	35%	19%	46%

N=135

The chief weakness of the paraprofessional program, according to the teachers, was the lack of time to meet and plan with the aides. Other drawbacks included too few hours of aide service, lack of adequate space, lack of basic knowledge in academic areas, and poor understanding of English.

Teacher Recommendation for the Selection of Aides. Teacher responses to the question, "What criteria would you use in selecting and aide?", fell into three general categories: 1) having a high school education and/or a good command of English, 2) having a positive attitude toward pupils, and 3) having an interest in the job.

The following comments on criteria for selecting aides were typical:

> "Ability to work with children, willing to cooperate with teacher, and not afraid to ask questions."
>
> "Interest in children, enthusiasm for their work, mature personality."
>
> "Ability and industry in addition to a cooperative spirit."
>
> "Have a fundamental knowledge of English; willing to be cooperative and learn."

> "A strong verbal person who has knowledge of children and their problems."
>
> "An aide must be willing to learn."

Aide Interest in Teaching. Of the aides, 115 indicated that they would like to be teachers. Of these aides, 59 said they had a desire to teach before beginning work as an aide, and 56 said their desire developed since beginning work as an aide. Of the total number of aides, 38 said they would not like to be teachers, and seven did not respond to this question.

Aide Satisfaction with Their Services. The aides were asked, "How well is your aide service being used?". The following responses show that about 90 percent of the aides felt their services were well utilized.

UTILIZATION OF AIDE SERVICE

How well is your aide service being used?	Percentage	Number
Very well	60	96
Well	29	47
All right	10	15
Poorly	0	0
Very poorly	1	2

Training of Aides. Of the teachers responding, 86 percent felt that they should have the chief responsibility for the training of their aides. This should be augmented in some respects by Central Office specialists.

The aides indicated that they desired more training, but weren't specific as to when they felt they should have it. They did indicate, however, that the following six areas should be included in their training: child psychology, "new math", teacher-training, typing, art, and multa-media operations.

One of the most positive aspects of the intensive aide program was the number of aides who volunteered to be on a committee to write a paraprofessional handbook. This shows a very positive attitude toward their work.

10.5 READING CENTERS

The Educational Improvement Act of 1969 (AB 606) provided for the establishment of two reading centers, one at Sir Francis Drake Elementary School, and one at Golden Gate Elementary School.

The funding dates were January 26, 1970, to June 30, 1970. Actual teaching dates were April 1, 1970 to June 12, 1970, however. Workshops were held March 18-20 at Golden Gate School, and March 30-31, at Sir Francis Drake for those teachers and aides whose classes were designated to participate in this program.

At both schools, three first grade classrooms and three second grade classrooms, with a total of 150 pupils at each school, utilized the services of the reading centers. These classes were chosen at the discretion of the principals.

Budgeted cost for two Reading Centers was $104,000.

On the basis of six classes at each school, each class averaging twenty-five students, the per-pupil expenditure amounted to $347.00 for these 300 pupils.

Personnel

One Project Leader, (half-time), $7,000

Eight Center Teachers, (half-time), $50,000

Two Psychometrists, (half-time), $14,000

Two Psychologists, (half-time), $14,000

Two Clerks, (six-hour), $7,000

Twelve Paraprofessionals, $7,200

Equipment

$2,600

Supplies

$2,200

Stated Goals and Objectives. The need for a reading center in the early grades was established by looking at the test results of first, second and third grade pupils. It was felt that if help could be provided in the early grades, preferably the first and second grades, there would be a pattern for success established. This pattern would then continue throughout the grade levels for the pupils.

The objectives of the reading centers would be to:

Provide enrichment for children reading at grade level;

Provide diagnostic services for children in identified classrooms;

Provide remediation for their specific reading disabilities;

Make available general reading remediation services for the remaining classes in the school;

Develop reading approaches, techniques, etc., that will be disseminated among all target area and District schools. The Director of Reading (District-funded) was to be involved.

Distinctive Features

All students in identified first and second grade classrooms were to be screened by a battery of diagnostic tests to be administered by a psychometrist and interpreted by a psychologist and a reading specialist.

Children were to be grouped heterogeneously by grade level; all of the pupils from one classroom were to attend the lab together with their regular classroom teacher.

Within the centers, children were to be grouped according to their specific reading disability. Instruction was to be directed to remediate each disability.

Emphasis was to be on those techniques which lend themselves to group remediation procedures, by a specialized professional team.

Instruction was to be supervised by a reading specialist and performed by: the reading specialist himself, three additional teachers, and six paraprofessionals, under the direction of the coordinator of both reading centers.

Reading "stations" were to provide flexible scheduling for each classroom admitted to the center. Individual children were to move from station to station as their proficiency increased.

The regular classroom teacher was to have ample opportunity to observe and learn remedial techniques for use in his own classroom.

> The services of the center would be extended to the third and fourth grades as space and time allowed. Remediation referrals of specific children within the grades and in-service instruction would take place as time allowed.

Highlights of the AB 606 Reading Centers. Though establishment of a Reading Service Lab was requested by eight of the ten Title I schools, only two, Golden Gate and Sir Francis Drake Elementary Schools, were able to provide the necessary space.

During eleven weeks of operation, the Reading Labs, renamed the AB 606 Reading Centers, accomplished a major share of their planned objectives.

The Slingerland screening test provided a means for identifying and diagnosing the strengths and weaknesses of each designated youngster. Grouping was accomplished in terms of test performance and classroom teacher judgment. The opinion of the Centers' psychometrists provided additional information about specific youngster's abilities.

Besides its identification features, the Slingerland Test provided an in-service training matrix for the Center teachers, all of whom were new to the remedial teaching situation.

Though extensive pre- and in-service training was given by the Project Leader and the Title I reading resource teachers, a great deal of the initiative was assumed by the individual Center teachers who, in effect, helped train themselves. Without their energy, enthusiasm, and dedication, the operation of the Centers would not have been possible.

The Reading Centers represent an initial effort to provide intensive remedial and enrichment training for entire first and second grade classrooms in the controlled atmosphere of an on-site remediation facility during the tenure of the present ESEA Project in the San Francisco elementary schools.

By preserving the unity of classroom populations, fragmentation of available instructional time was prevented. Since the regular classroom teacher was requested to accompany his class to the Center and participate on a co-teacher basis in the remedial station of his choice, his knowledge of his children and his ability to cope with their specific language and reading disabilities was certainly increased.

Not only did the Reading Center teachers gain skill in remedial techniques, but they were also able to share these techniques with the assisting classroom teachers in an immediate and meaningful way.

In addition to the four Center teachers and the classroom teachers, six paraprofessionals were provided by the AB 606 funding. They were used as instructional aides, providing reinforcement on a one-to-one basis in many instances.

Because of their special talents, the paraprofessionals produced useful and attractive instructional materials and audio-visual aids. Their successful experiences in the Centers have helped the majority of them decide to make teaching a career.

An open house was held near the end of the term at both Reading Centers. The comments of District teachers and particularly those of parents were very enthusiastic and positive.

Finally, the opinion of the youngsters who attended the Centers on a half-hour basis daily was the most gratifying endorsement received of the program. Their pleasure and enthusiastic enjoyment of the learning activities planned by the teachers and aides supplied the "soul" of the experiment.

If the Centers are able to operate for a full school year's time, they should produce very substantial learning results. They will be able to offer diagnosis and remediation for identified youngsters in additional classrooms in both Sir Francis Drake and Golden Gate Elementary Schools.

Finally they will be able to develop and disseminate materials, as requested, on a District-wide basis.

Procedures. Children were assigned to stations based on their specific needs as determined by the initial screening and testing. As the child improved with specific instruction he moved to the next station. Stations are described as follows:

Station 1 - Served children near grade level and above, teaching to their strengths.

Station 2 - Served children with visual perception problems.

Station 3 - Served children with auditory perception problems.

Station 4 - Served children with severe disabilities in oral language development, motor coordination, and emotional development.

Personnel Functions. The personnel of the Reading Centers and their responsibilities were as follows:

Project Leader

Assignment and training of teachers and paraprofessionals employed in the Centers.

Design of physical set-up and actual implementation of instructional program.

Surveying of sources and ordering of instructional materials and supplies.

Reading Center Teacher

Instruction in reading for pupils assigned to his station.

Organization, preparation, and development of teaching materials pertinent to his station.

Administration and correction of diagnostic tests.

Resource function for regular classroom teachers in reading areas.

Paraprofessionals

Aiding the station teacher in diagnostic, remedial, and instructional areas.

Preparing, assembling, and organizing instructional materials for use in a specific reading activity.

Psychometrist

Administering tests to identified children, scoring and interpreting them for the use of the Reading Center teachers and the regular classroom teachers.

Psychologist

Interpreting test data.

Interviewing and providing counseling for particular children in the program, recommending teaching procedures for Center teachers and regular classroom teachers for meeting the needs of these children.

Measuring Instruments

Screening Tests for Identifying Children With Specific Language Disability (Slingerland). The purpose of the screening test is to screen from among a group of children those with potential language difficulties and those with already present specific language disabilities who are in need of special attention at the moment. For prevention rather than future remediation aims, the tests aid in identifying children whose specific language difficulties may continue beyond periods of developmental or maturational lags and become persisting specific language disabilities.

School records, including absentee rate.

Anecdotal records of:

Timetable for establishment of the program.
Teacher and administrator comments about centers' success.
Parent comments.

Criteria for Measuring Success

Slingerland Screening Test

Subtest	Description
1 and 2	Test copying from far and near points. Require only visual perception in association with a kinesthetic-motor response.
3	Tests visual perception and memory matched to items that must be visually discriminated among several choices.
4	Tests reliable visual perception and discrimination. Memory is not involved.
5	Tests receptive-expressive integration.
6	Tests auditory perception and memory as they evoke visual-kinesthetic association.
7	Tests fine auditory discrimination, auditory perception-memory, and visual-kinesthetic association.
8	Tests auditory perception-memory of words, numbers and letter groups in association with visual patterns.

Scoring System. Each subtest of the Slingerland screening test was scored to show the following categories of errors for diagnostic purposes:

Column I

Recall - Items not remembered correctly in entirety or in one or more of their components.

Substitution - Letter substitutions.

Insertion - Insertion of superfluous letters in a word.

Column II

Reversals - Reflection of left-to-right directionality confusion.

Inversions - Confusion of up-and-down direction.

Transpositions - Confusion of the correct sequence of letter groups and numbers within a whole word.

Number Reversals - Confusion of left-to-right direction as seen in number formation.

Column III

Letter Formations - Inconsistencies in letter formation.

Number Formations - Inconsistencies in number formation.

Geometric Forms - Poor copying ability for geometric forms.

Mixed Capitals and Lower Case - Inconsistencies in capital and lower case letter use.

Mixed Cursive and Manuscript - Inconsistencies in the use of manuscript and cursive writing.

Column IV

Omissions - Omissions of letters or words from copying tests.

Incompletions - Incomplete or unfinished items on timed tests.

Spelling Errors - Incorrect spelling of dictated words.

Column V

Spatial Organization - Poor spatial organization as evidenced by kinesthetic reference to immediate models.

Circle Formation - Poor circle formation, including closure, directional eye-hand coordinational problems.

Kinesthetic Performance - Unsatisfactory handwriting or manuscript as compared with peer group.

Anecdotal Comments

Reading Center Teachers

"Improved visual memory."

"Auditory and motor skills much improved."

"Somewhat slow but accurate, shows great improvement."

"Can now do good work when he feels like it."

"Enjoys writing words on board; eager to learn new words."

"Auditory skills have improved."

"Eager to learn."

"Has made progress, but very slowly."

"She was immature at first, but is progressing now."

"Has progressed nicely in spite of language problems."

Classroom Teachers

"Reading Center and testing with psychologist gave him new incentive. Tries to do work better in class. Reading improved and writing more legible."

"Has enjoyed manipulative things and learning from Center techniques. Is reading better."

"Being in a small group in Reading Center has improved class learning behavior. Is finally beginning to read and learn arithmetic."

"Work in Reading Center is helpful. In class it has been difficult to get him to complete worksheets. Reading Center teaching and testing by the Center's psychometrist gave him the incentive to improve."

Paraprofessionals

"It was wonderful to see children improve in their reading skills."

"The Reading Center seems to have helped the hyperactive kids learn to settle down and begin learning."

"After this experience, I would like to become a teacher some day."

"Some of the children really respond to the attention we were able to give them in the Reading Center."

Parents

"All my child talks about is the Reading Center."

"He insisted on coming to school because he didn't want to miss the Reading Center."

"The Reading Center looks like it would be fun to attend--even for grown ups."

"I certainly hope this program continues. It's done so much for my child."

Findings

Golden Gate - FIRST GRADE

Enrollment - 58 pupils, 3 classes

Pre-test Compared to Post-test

- 40 pupils . . . . improved on ½ or more test items
- 6 pupils . . . . did not improve on ½ or more test items
- 2 pupils . . . . transferred prior to post-test
- 10 pupils . . . . were not tested for following reasons:
  - 4 were enrolled insufficient time to warrant final testing
  - 1 was absent during all post-test periods
  - 5 did not take the test on psychologist's recommendation

Golden Gate - SECOND GRADE

Enrollment - 39 pupils, 2 classes

Pre-test Compared to Post-test

- 34 pupils . . . . improved on ½ to 3/4 of test items
- 5 pupils . . . . did not improve on 3/4 to ½ of test items

Conclusions

1. The error pattern range was wide on both tests, especially on the pre-test.

2. The areas of most difficulty in the test were, in descending order of importance:

    1. Letter form
    2. Number form
    3. Mixed capitals and lower case
    4. Omissions
    5. Reversals
    6. Substitutions

    These errors involve educational or maturational lags in a wide specturm of abilities. The perceptual skills would seem most important in scoring satisfactorily on these tests.

3. In those instances where children improved, the amount of improvement was encouraging, considering the short duration of total teaching time actually experienced in the Center.

4. In those instances where the pre-post change was negative, it must be remembered that the testing teachers' skill in scoring the second test was probably more precise than his skill in scoring the pre-test due to familiarity with the instrument and the particular scoring procedures.

    This would logically indicate that the "negative" scores on the post-test were depressed because of an increase in scoring skill on the part of the examiner.

    It would also follow that the "positive" scores are possibly depressed and gains may be greater than those indicated.

Sir Francis Drake - FIRST GRADE

Enrollment - 64 pupils, 3 classes

Pre-test Compared to Post-test

41 pupils . . . . improved on ½ or more of test items
15 pupils . . . . did not improve on ½ or more of test items
8 pupils . . . . were not tested for the following reasons:
- 1 did not take test on psychologist's recommendation
- 6 were absent during all post-tests
- 1 was enrolled insufficient time to warrant final testing

Sir Francis Drake - SECOND GRADE

Enrollment - 65 pupils, 3 classes

Pre-test Compared to Post-test

39 pupils . . . . improved on ½ or more of test items
14 pupils . . . . did not improve on ½ or more test items
12 pupils . . . . were not tested for the following reasons:
  4 were absent for both pre- and post-tests
  3 were absent for post-test only
  2 transferred before post-test
  3 were enrolled insufficient time to warrant final testing

Conclusions

1. Once again the error pattern was wide on both tests, especially the first.
2. Areas of most difficulty in the tests were, in descending order of importance:
    1. Letter form
    2. Number form
    3. Omissions
    4. Reversals
    5. Substitutions
3. The same comments could be made about these error patterns as were made about the Golden Gate errors.